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ABSTRACT

The results of the administration of the California Achievement Tests (CAT) to students in the Montgomery County Public Schools, Maryland (MCPS) are presented. The battery is administered in the fall of each school year to students in grades three, five, and eight under a state mandate. The CAT is administered to students in Grade 11 under a local requirement. Countywide results are presented with a historical perspective, and interpreted by racial/ethnic and sex classifications. MCPS students' performance on the CAT improved in the 1983 administration. Scores are superior to the performance of the national norm group. Trend data by school and racial/ethnic group for students tested in MCPS more than once are presented, as well as graphic presentations of county and school results. Scores were slightly higher for females than males on the total test across grade levels. School results are presented in four forms: (1) average subject and total test scores for four years; (2) average subtest scores for 1983; (3) total test interquartile range; and (4) longitudinal and nonlongitudinal trends. The two appendices contain detailed summary data and a glossary of technical testing terms. (DWH)

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MONTGOMERY COUNTY
PUBLIC SCHOOLS
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The Annual Report of the California Achievement Tests Results

1983-1984

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EXECUTIVE SUMMARY

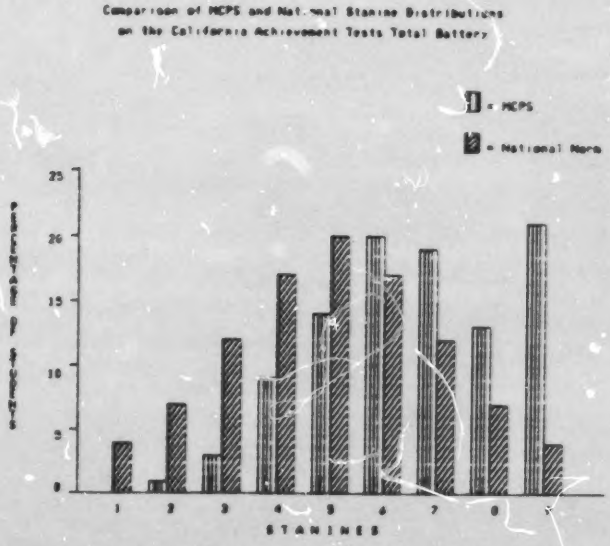
The Annual Report of California Achievement Tests Results, 1983-84, presents the results from the administration of that test in the Montgomery County Public Schools. The tests are administered in the fall of each school year in Grades 3, 5, and 8 under a state mandate and in Grade 11 under a local requirement. Some of the features of the report include:

- Breakdowns of county test results by racial/ethnic groups, including a comparison of performance by MCPS black and Hispanic students with that of their counterparts in the national norm sample
- Trend data by school and racial/ethnic group for students tested in MCPS more than once
- Historical results for each school as well as for the county
- Graphic presentations of both county and school results

Countywide Results

Performance by MCPS students on the California Achievement Tests (CAT) improved slightly in the fall of 1983 from already very high scores in previous years. This was shown by the fact that 80 percent of the MCPS students tested scored at or above the national norm average. This was a two percent increase over 1982. Additionally, the MCPS average on the total test ranged from the 84th percentile in Grade 5 to the 78th percentile in Grade 11. These averages were increases over the previous year at all grades tested.

MCPS scores are well above the performance of the national norm group. This can be seen in the figure below, which compares the distributions of stanine scores for MCPS and the national group. MCPS has a much higher percentage of students scoring in the top three stanines and a much lower percentage in the bottom four stanines.



While the county averages were very high, they probably would have been even higher, at least in Grade 3, if there were not a strong "ceiling effect" on some CAT subtests. This effect produced artificially low scores on these subtests because the test norms do not permit high achieving students to score as high as they should.

Students who remain in MCPS for several years tend to score higher than do students who are in MCPS for less than three years. This was true for students tested in MCPS in both third (1981) and fifth (1983) grades, fifth (1980) and eighth (1983) grades, or eighth (1980) and eleventh (1983) grades.

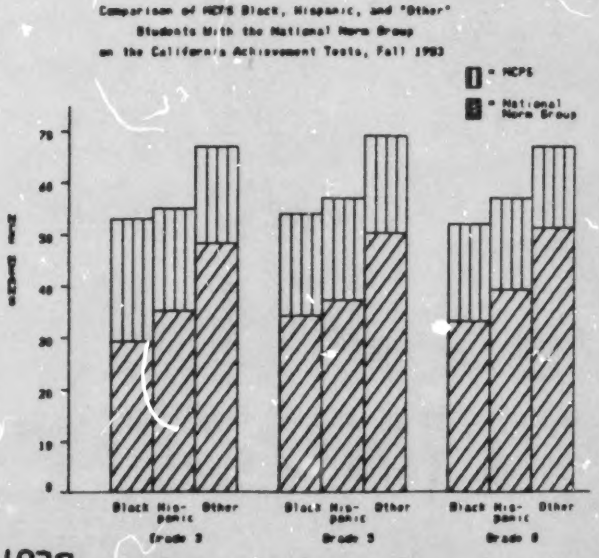
Performance by Racial/Ethnic Groups

The average scores for each major racial/ethnic group in MCPS were at or above the national norm group average except for black students in Grade 11, who were only slightly below the norm average.

Scores in 1983 were at their highest for both black and white students since we started administering the CAT in 1980. The four year trends for Asian students were not quite as good with increases in only three grades. Scores for Hispanic students declined from 1980 in three of the four grades tested. The declines for the last two groups are mostly the result of new students entering MCPS. The Asian and Hispanic students who stay in MCPS for at least two years have increasing test score trends that are better than the county average.

The performance of white students in MCPS was substantially higher than that of MCPS Hispanic and black students. The score difference between black and white students has declined slightly since 1980 but the difference between white and Hispanic students has increased slightly.

MCPS Hispanic and black students scored substantially higher than their counterparts nationally. Also, when compared with members of their racial/ethnic group nationally, MCPS black and Hispanic students perform better than MCPS white students. The comparison of results for MCPS and national racial/ethnic groups is shown in the figure below.



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Asian and white students scored about the same in 1983. Asians were slightly higher in Grades 3 and 5; whites were slightly higher in Grade 8; and the two groups averaged the same in Grade 11.

Score Differences by Sex

Females scored slightly higher than males on the total test in all grades tested. The largest differences were in language skills. In math the two groups scored about the same. Both groups have shown slight score increases since MCPS started administering the CAT in 1980.

THE ANNUAL REPORT OF

CALIFORNIA ACHIEVEMENT TESTS RESULTS

1983-84

by

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INTRODUCTION

The Annual Report of California Achievement Tests Results, 1983-84, presents the results from the administration of that test in the Montgomery County Public Schools. The report contains several analyses of the results from the test administration in Grades 3, 5, 8, and 11. Overall countywide results are presented with an historical perspective. The countywide results are also broken down by racial/ethnic and sex classifications.

School results are presented in four forms:

1. Average subject and total test scores for four years
2. Average subtest scores for 1983
3. Total test interquartile (middle half of the scores) range
4. Longitudinal and nonlongitudinal trends (average score change for students tested twice in MCPS)

There are two appendices. The first one contains detailed summary data. The second one is a glossary of technical testing terms, which provides the definition, use(s), and some interpretive precautions to be observed for each term.

DESCRIPTION OF CALIFORNIA ACHIEVEMENT TESTS

The California Achievement Tests (CAT) are standardized achievement tests required by the Maryland State Department of Education to be administered to all students in Grades 3, 5, and 8 in the fall. Students in Grade 11 are given the CAT at the same time under a local requirement. The only students exempt from this testing are those with limited English proficiency and those special education students who are unable to function on the test. The 1983-84 school year was the fourth year that the 1977 edition of the CAT was administered in MCPS. This test replaced the Iowa Tests of Basic Skills (ITBS) and Tests of Academic Progress (TAP), which had been given for the previous several years.

The CAT is a group-administered, norm-referenced test (NRT). Norm-referenced means that a student's scores are given interpretable meaning by being compared with the scores of a group of students. In the case of the CAT, this group is the nationwide sample on whom the test was normed in the 1976-77 school year. This comparison is most easily seen when results are reported as percentile ranks (PR).[1] These scores are presented in the tables in this report because of their ease of interpretation. Also reported are Normal Curve Equivalent (NCE) scores. These are used to make comparisons across subtests and groups of students.[2] A third type of score, reported in some tables, is the Scale Score (SS). This is included to provide data consistent with that to be reported by the Maryland State Department of Education.

The CAT measures five major content areas. Some of these contain more than one subtest. The content areas and brief descriptions of their subtests follow:

Reading

Phonic Analysis (Grade 3 only) measures how well a student can relate spoken language to written language.

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1. Percentile ranks indicate the percentage of students in the national norm group who scored lower than a given score. In the case of this report, the given score is the mean (average) of the county, of a group within the county (e.g., race, sex), or of a school. A more detailed discussion of statistical terms can be found in Appendix B.

2. Normal Curve Equivalent scores are used for these comparisons because they are on an equal interval scale. This means that a change of X points is the same, no matter what the scores are. This is not true for other standardized scores such as percentile ranks. For example, on the percentile rank scale, the difference between 85 and 95 is much larger than the difference between 45 and 55. On the NCE scale, both of these differences represent the same amount of performance increase. See Appendix B for a detailed discussion.

Structural Analysis (Grade 3 only) measures how well a student can use structural clues (parts of words) to pronounce and understand unfamiliar words.

Reading Vocabulary measures how well a student can use the context of a phrase to identify the meaning of unfamiliar words.

Reading Comprehension measures how well a student can recall facts, understand what is implied, and evaluate and make judgments from passages he/she reads.

Spelling measures how well a student can recognize incorrectly spelled words.

Language

Language Mechanics measures how well a student can recognize capitalization and punctuation mistakes.

Language Expression measures how well a student can recognize correct sentence structure, word usage, and paragraph organization.

Mathematics

Mathematics Computation measures how well a student can add, subtract, multiply, and divide.

Mathematics Concepts and Applications measures how well a student can apply what he/she has learned in math to the solution of problems.

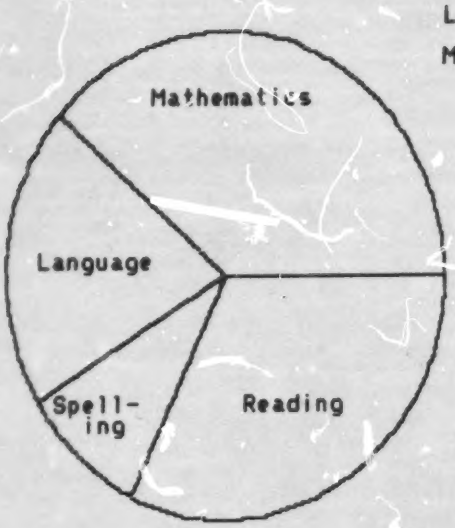
Reference Skills (Grades 5, 8, and 11 only) measures how well a student can find information by using ten different sources: title pages, copyright pages, tables of contents and indexes, dictionaries, maps, tables, diagrams, library catalog cards, readers' guides, and forms.

The sections of the CAT contain different numbers of questions as shown in Figure 1. This means that some sections, especially mathematics, have more influence on the Total Battery score than others because this score is determined by adding the number of correct answers in each section. The Total Battery score is often used in this report as a simple way to compare performance across groups or across years.

Figure 1

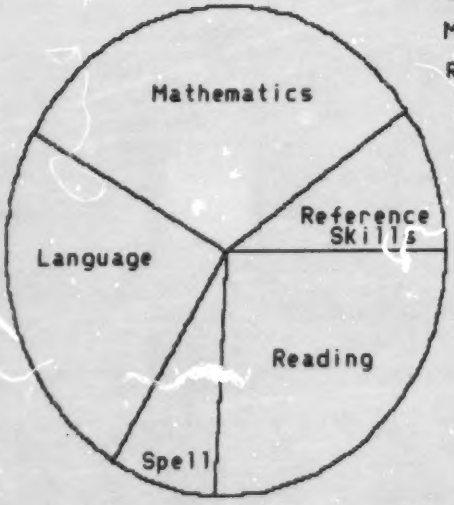
Contents of the California Achievement Tests,
Grade 3

Reading - 73 items
Spelling - 20 items
Language - 44 items
Mathematics - 85 items



Contents of the California Achievement Tests,
Grades 5, 8, and 11

Reading - 70 items
Spelling - 20 items
Language - 63 items
Mathematics - 85 items
Reference Skills - 25 items



ANALYTIC CONSIDERATIONS

A tendency in analyzing test data is to compare results across grades and across years to make judgments about program quality. When performing this kind of analysis it is necessary to consider potential problems that can interfere with these judgments. These problems are created by:

1. Differences in the ability of the norm groups for the tests used across grade levels

2. Differences in the ability of the students tested in each grade each year

3. Differential degree of match between local curriculum and the content of the test at various grade levels

Differences in norm group ability. Since each test in each grade is normed on a different group of students, the ability of the various norm groups can play a role in interpreting standardized test results. The differences in the abilities of these norm groups mean that students taking the tests at different times and grade levels are being compared to different standards. For example, if test A was developed on a smarter group of students than was test B, a student needs to know more to get a high standardized score on test A than on test B. Thus, higher scores on test B could be a result of a student's being compared with a group that is not as smart; it would not necessarily be an indication of higher achievement.

Differences in ability of groups tested. Differences in the ability of the groups being tested each year can account for score increases and declines across years. Such score changes should be viewed as indications of changes in achievement level that are related to group or individual characteristics, not to program quality.

Test content/curriculum match. The match between standardized test content and any local curriculum is never complete. Differences in the degree of match for different tests or test levels mean that scores on the tests or levels may vary simply because students at one grade level are taught more of the skills measured by the test. Lower scores on one level of the test may not indicate a decline in achievement or quality of instruction but may simply reflect this difference in match.

COUNTY RESULTS

Overall County Data

The major findings from analyses of countywide results from the administration of the California Achievement Tests in the fall of 1983 are as follows:

- Eighty percent of the MCPS students tested scored at or above the national norm average on the Total Battery. This was an increase of 1 percent from the previous year for the third year in a row.

- County average (mean) scores once again showed a slight increase from the previous year on the Total Battery and in all major subject areas.

- County averages on several subtests were artificially depressed because of the ceiling effect[3] on those subtests.

- Students who remain in MCPS for several years tend to score higher on the CAT than do students who are in MCPS for less than three years.

MCPS performance compared with national performance. The only national data that are available to compare with MCPS results is from the national norm group.[4] In that group 50 percent of the students scored at or above the

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3. A ceiling effect is present when it is not possible for a student to score at the maximum (99th) percentile even if he/she answers all questions correctly. This effect also exists if only one or two careless errors can reduce a student's standardized score substantially, e.g., from the 98th percentile to the 80th. This is caused by a test being too easy. On such a test, many people in the norm group achieve a perfect or near perfect score, making a range of percentile ranks possible. When this happens, the conventional norming procedure is to assign the middle percentile rank of the range to the perfect score. For example, on the California Achievement Tests, Level 13 Phonic Analysis subtest, about eight percent of the norm population got a perfect score. According to statistical theory these students could be anywhere from the 92nd to 99th percentile. The middle percentile rank, 96, was thus assigned to the perfect score.

4. It should be noted that the norm group is not necessarily representative of overall national performance. Test publishers generally have to use whatever districts will agree to participate in norming samples. There is no guarantee that they have been able to include the proper proportion of high-, middle-, and low-scoring students. That is one of the reasons for Potential Problem Number 1 discussed earlier in the "Analytic Considerations" section.

average, i.e., 50th percentile. The percentage of students scoring at or above this point on the Total Battery in MCPS averaged 80 across all grades tested and ranged from 83 in grade 5 to 77 in Grade 11. This high level of performance is shown in Figure 2 where the percentage of students scoring at each stanine is shown for the national group and for the four MCPS grades combined. The national stanine distribution is symmetrical with equal percentages falling above and below the average of five. The distribution for MCPS is very different, with the percentage scoring in the high stanines (i.e., 7, 8, and 9) much higher than the national distribution. For example, 21 percent of the MCPS students scored at the ninth stanine compared to four percent nationally. The pattern is reversed for the low stanines, with only one percent of the MCPS students scoring in the bottom two staniner.

The pattern of results does not change very much across the major subjects, with 81 percent being at or above the national average in math, 80 percent in language and 77 percent in reading. Table A1 in the Appendix shows the number and percentage of students scoring at or above the national average by major subject area in each grade.

Historical trends within MCPS. The students tested in the fall of 1983 improved slightly from the already high level of performance demonstrated by students tested in the previous three years. In all four grades tested, the average Total Battery score increased from 1980. The four-year trends are shown in Figure 3.

Of the 33 subtests administered across four grades, there was an increase in the county average from 1980-1983 in 31. The average for the other two subtests, Reading Vocabulary and Language Expression in Grade 8, have remained the same. All of the gains were small, especially when it is noted that they are for four years. The largest gains were 6 NCE points in Grade 3 Math Computation and 5 NCE points in Grade 3 Language Mechanics and Grade 5 Math Computation. The detailed data showing historical trends are found in Table A2 in Appendix A.

When reviewing these historical trends, the potential analytic problems discussed above should be kept in mind. The encouraging trends may be the result of excellent teaching. However, they also may be because different students are tested each year and the new group of students may be slightly smarter.

Influence of ceiling effect. The ceiling effect was strongest in Grade 3 on the reading and language subtests (see Figure 4). Scores of from 27 to 58 percent of the students tested may have been influenced by the ceiling effect on these subtests. Reference Skills scores in Grades 5, 8, and 11 were similarly affected with from 31 to 51 percent of the scores influenced. See Table A3 in Appendix A for detailed data.

Results for stable and mobile groups. Students who remained in MCPS for at least two or three years tended to score higher than those who were here for less time. This is shown at all grade levels tested. Students who were tested in MCPS in both the third (1981) and fifth (1983) grades scored 8 NCE points higher in the fifth grade on the Total Battery than did students who entered MCPS after testing in the third grade. In the eighth grade the difference on the Total Battery was 10 points between students who were in

Figure 2

Comparison of MCPS and National Stanine Distributions
on the California Achievement Tests Total Battery

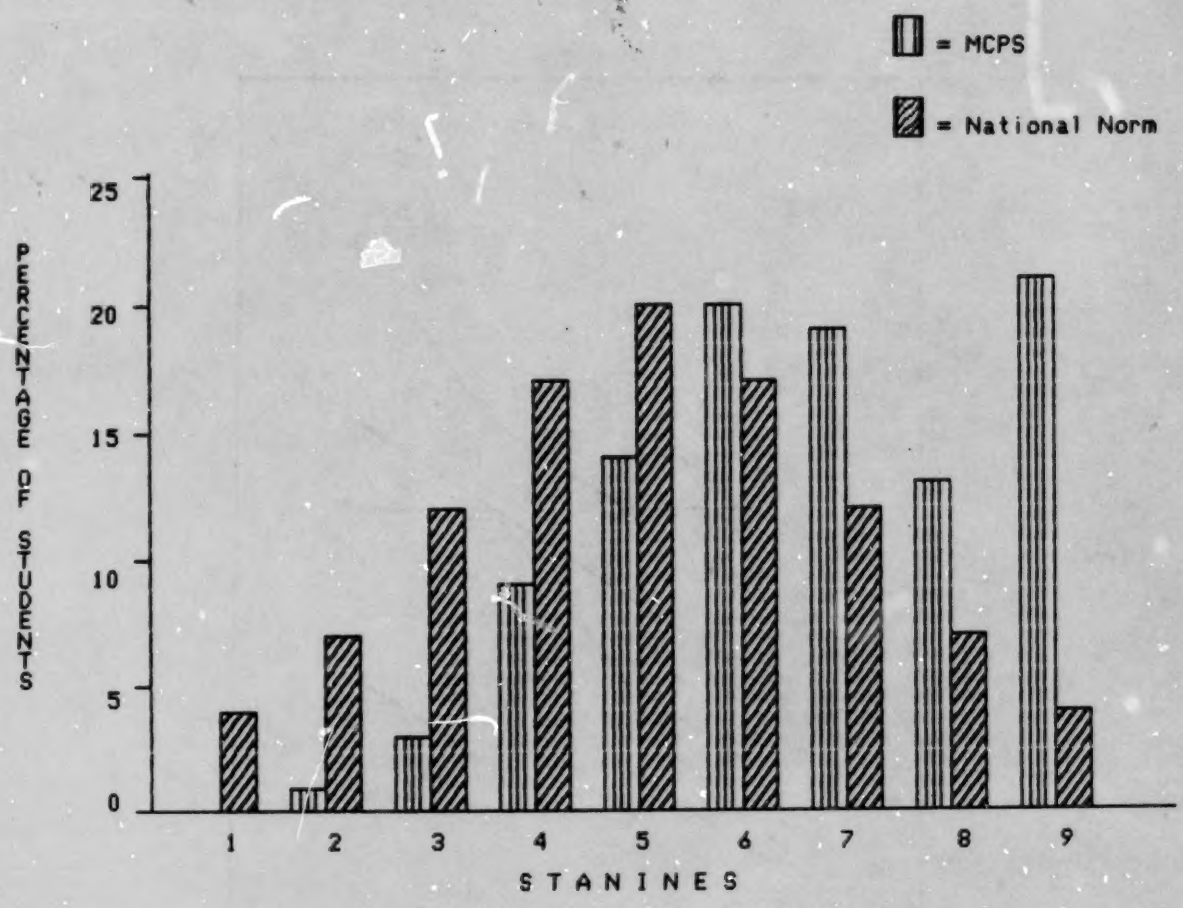

Figure 3

MCPS California Achievement Tests Total Battery
Trends by Grade, 1980-83

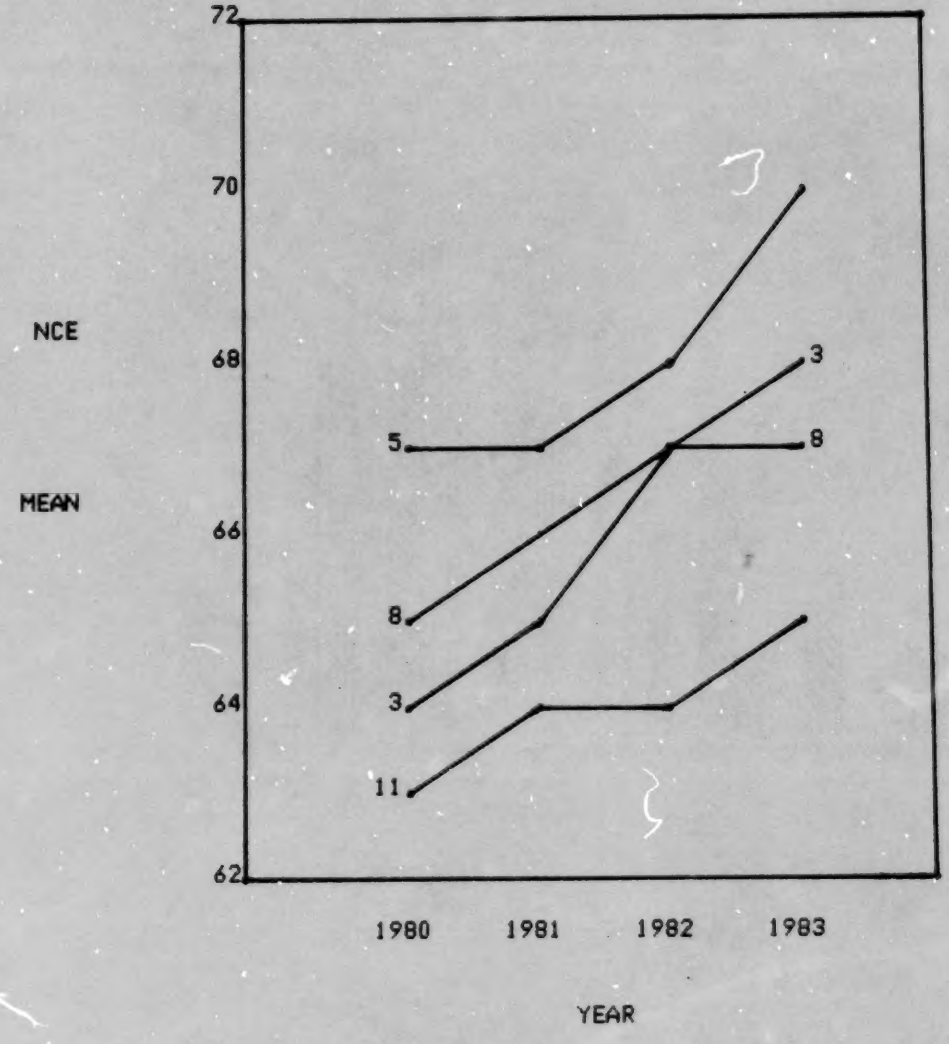

Figure 4

Percentage of MCPS Students Whose Scores Were Influenced by the Ceiling Effect on the Subtests of the California Achievement Tests, Fall 1983

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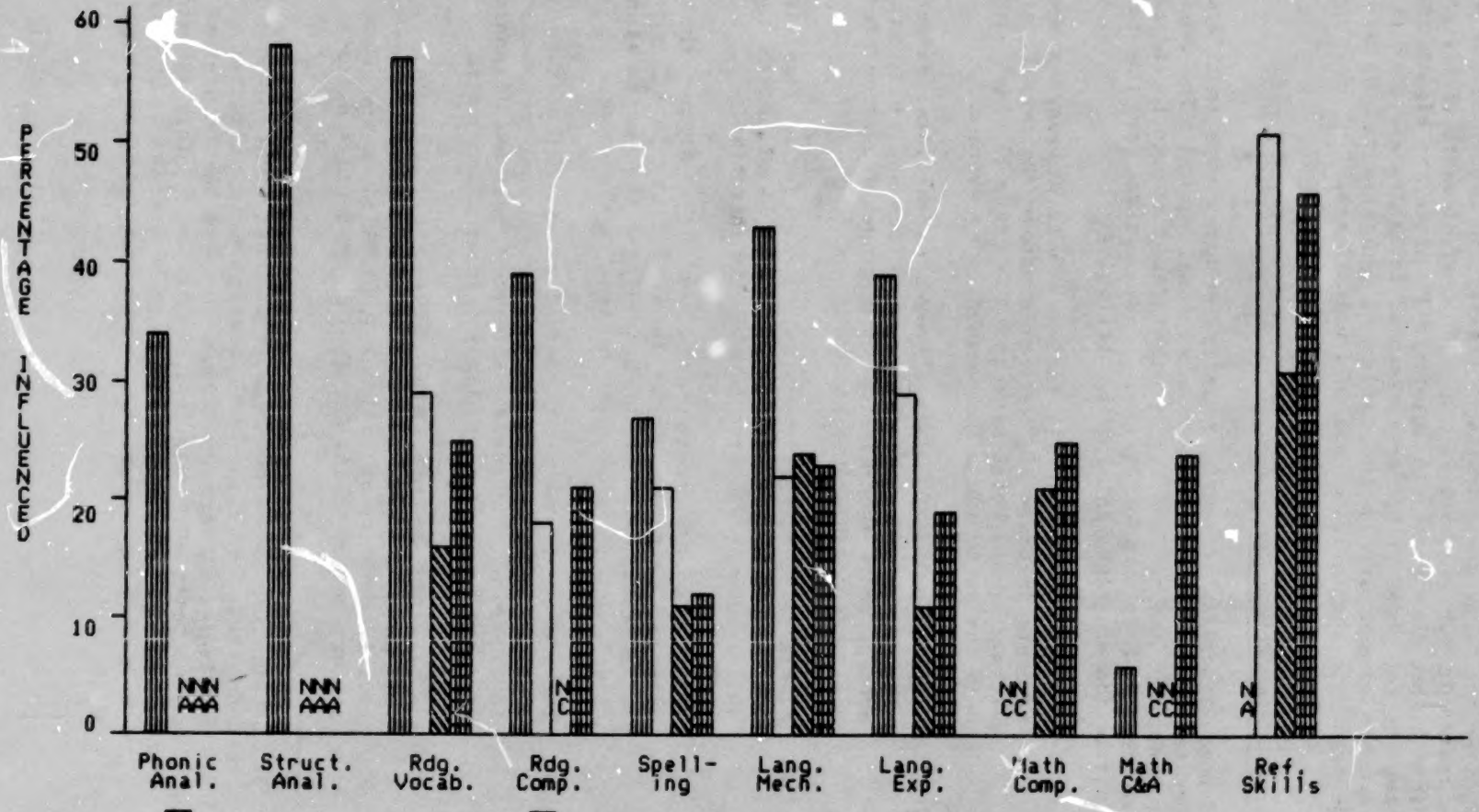

MCPS in both fifth (1980) and eighth (1983) grades and those who entered MCPS after the fifth grade testing. Finally, in Grade 11, the students who were tested in MCPS in both eighth (1980) and eleventh (1983) grades scored 9 points higher than those who entered MCPS after the eighth grade testing. The results for these groups are presented in Tables A4 to A9 in Appendix A. The stable groups are in the tables of longitudinal data; the mobile students are in the tables of nonlongitudinal data.

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Data by Racial/Ethnic Group

MCPS began reporting test data by racial/ethnic groups in 1978 as a part of the system-wide effort to monitor educational equity. The change in tests four years ago has not led to any significant change in the results from those reported in earlier years. The results for the fall of 1983 administration are highlighted by the following:

- Average scores for all racial/ethnic groups, except for black students in Grade 11, were at or above the overall national norm average on the Total Battery. The Grade 11 black students were only one point below the national norm average.

- Compared with 1980, average scores on the Total Battery increased slightly in all four grades for black and white students. The average score increased in three grades for Asian students and in one grade for Hispanic students.

- Minority students who remained in MCPS for at least two years had test score trends that were as good as or better than those of white students who were in MCPS for that time.

- White students scored substantially[5] higher than black and Hispanic students on the Total Battery in all grades tested. Asian student scored slightly higher than white students in two grades, lower in one, and the same in the other.

- The score difference between black and white students tended to decrease slightly from 1980 in three grades and remained the same in Grade 8. The score difference between Hispanic and white students has increased slightly in the four years.

- MCPS black and Hispanic students score well above their counterparts nationally. When compared with members of their racial/ethnic group nationally, MCPS black and Hispanic students perform better on the CAT than do MCPS white students.

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5. Substantial is defined here as at least eight NCE points. This is more than one-third of a standard deviation, a criterion often used to indicate meaningful differences. This standard has been chosen instead of using classical tests of statistical significance. This is because a small difference, say two or three points, can be statistically significant if large groups are being compared. Such a small "significant" difference probably has no practical implication.

Performance of MCPS racial/ethnic groups compared with overall national norm group performance. The average Total Battery scores for the major racial/ethnic groups in MCPS were at or above the average of the national norm group. The one exception to this was the black students in Grade 11 whose average of 49 NCE points is only one point below the national average. This score pattern was the same for the major subject areas. Tables A10 to A13 in Appendix A have the detailed results by subtest for race.

Score trends for MCPS racial/ethnic groups. The overall county trend of a slight increase from 1980 to 1983 on the Total Battery was generally reflected in the results for black and white students. Black students had the best trends with a three- to seven-NCE-point increase across the grades. More than half of the seven-point increase in Grade 3 was accomplished in the last year. White students had two- to four-NCE-point increases in each grade.

Asian students had small (two- to three-point) score increases in three grades and a four point decrease in Grade 8.

Scores for Hispanic students decreased from one to three points in three grades and increased by one point in Grade 3. However, the trend from 1982 for Hispanics was was more encouraging as there were small increases in three grades. It is too soon to tell whether this reversal of trend will mark the end of the Hispanic score decline. The historical trends for each group are shown in Figures 5 to 8.

Another way to look at score trends for the various racial/ethnic groups is by tracing the results for the same students for two different test administrations, i.e., longitudinal analysis. This overcomes the problem of comparing scores for students with possibly different levels of ability. However, score changes in a longitudinal analysis could be the result of differences in the norms at each grade and, thus, still make interpretation difficult. Some meaning can be derived from group trends if these norm differences can be taken into account. One way to do this is to establish a baseline against which to compare each group trend. The county longitudinal trend can be used as this baseline. Since white students make up more than 80 percent of the students tested, their trend is usually the same as the county trend. The three minority groups generally had trends as good as or better than the trend for white students on the total test. This was true for three different sets of longitudinal trends. The three sets were for students who were tested in Grade 3 (1981) and Grade 5 (1983); Grade 5 (1980) and Grade 8 (1983); and Grade 8 (1980) and Grade 11 (1983). In each set the score gains from the first to the second testing were at least as good for minority students as for white students. Figures 9 to 11 illustrate these trends. Longitudinal and nonlongitudinal results for the county and by race are shown in Tables A4 and A9.

Majority/Minority score comparisons within MCPS. White students averaged between 14 (Grade 3) and 19 (Grade 11) NCE points higher than black students on the Total Battery. These differences are substantial and have remained fairly constant since 1980. The largest change has been a four point decline in Grade 3. Most (three points) of this decline has taken place this year. This pattern was similar for each subject area.

White students averaged 12 to 16 points higher than Hispanic students on the

Figure 5

MCPS California Achievement Tests Total Battery
Trends by Race, Grade 3, 1980-83

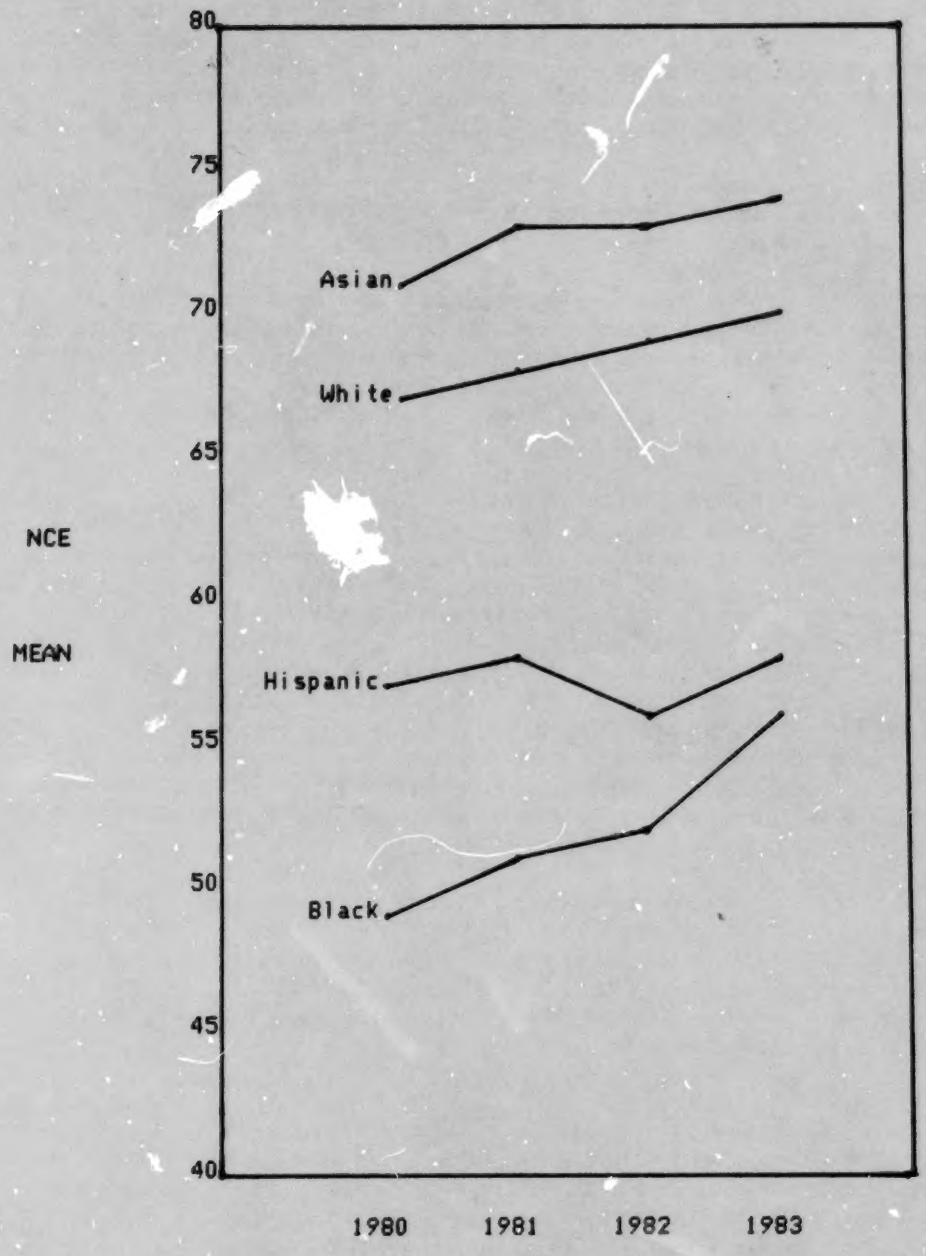

Figure 6

MCPS California Achievement Tests Total Battery
Trends by Race, Grade 5, 1980-83

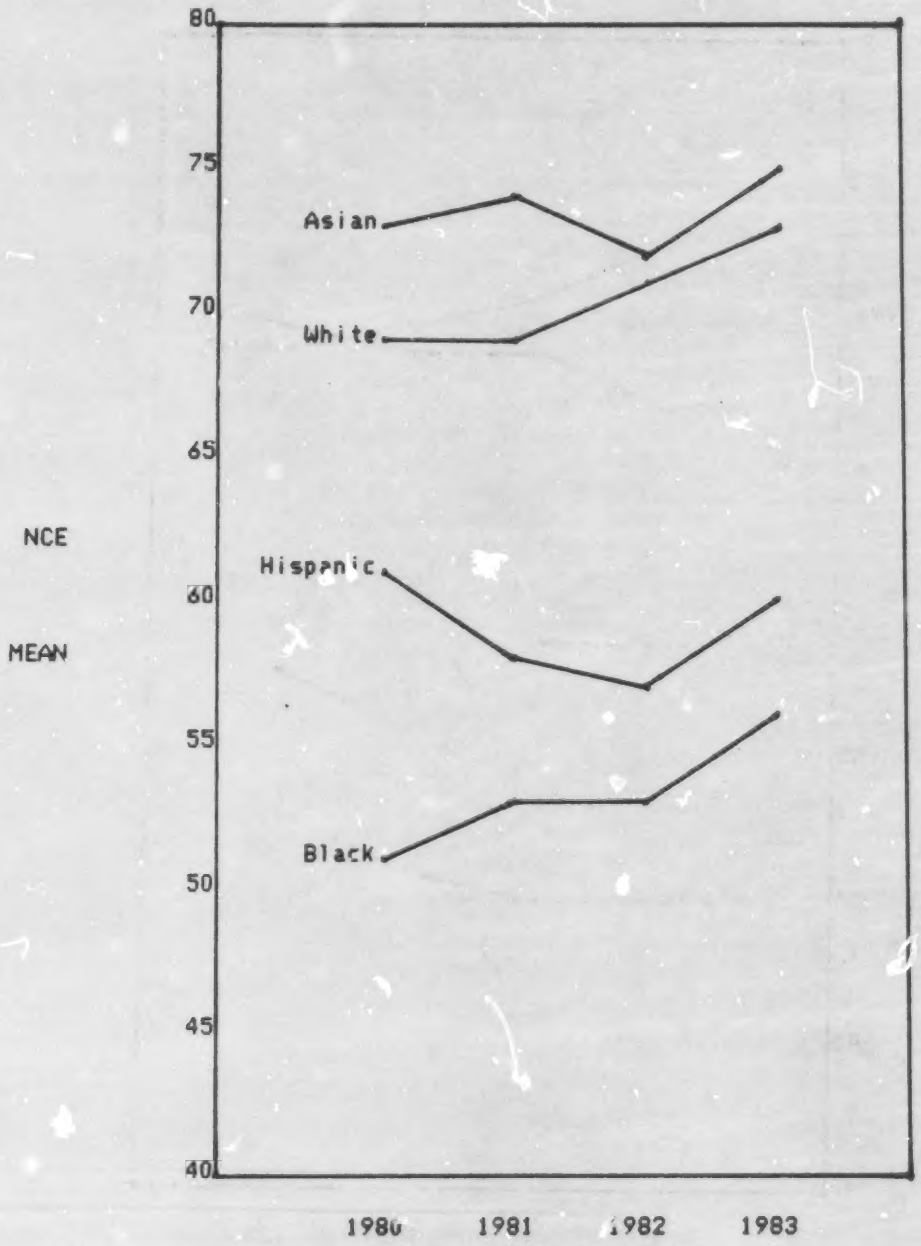

Figure 7

MCPS California Achievement Tests Total Battery
Trends by Race, Grade 8, 1980-83

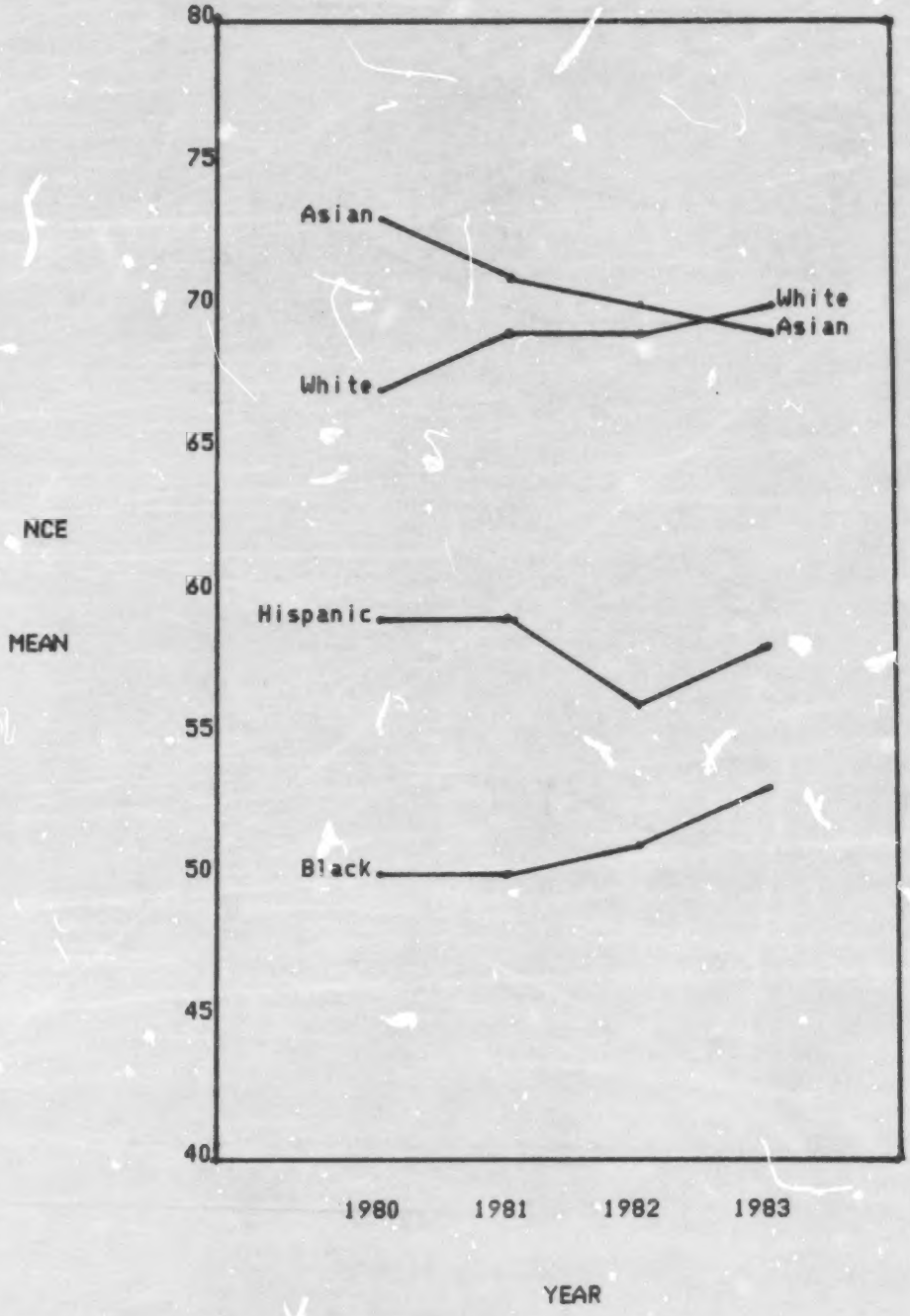

Figure 8

MCPS California Achievement Tests Total Battery
Trends by Race, Grade 11, 1980-83

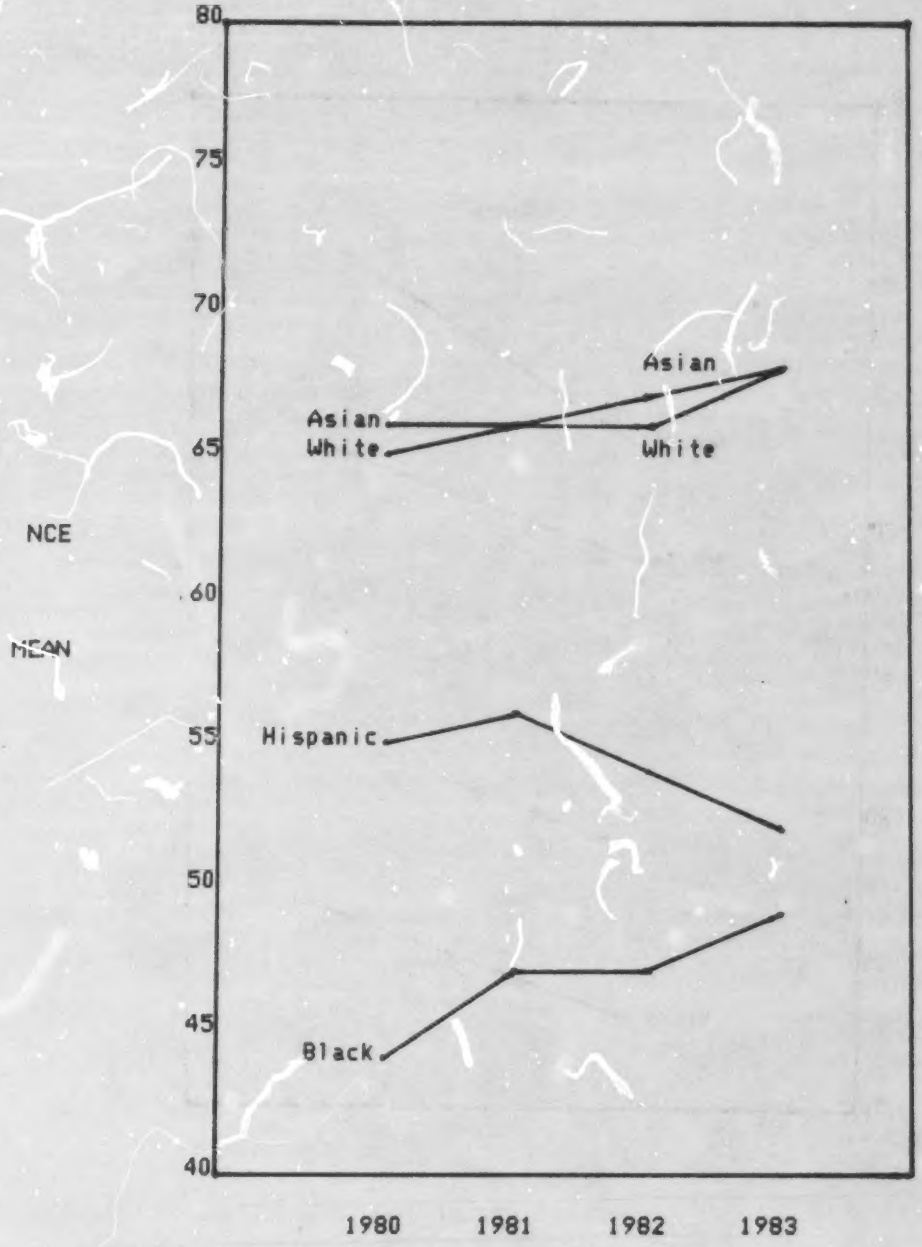

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Figure 9

MCPS Longitudinal Trends on the California Achievement Tests
Total Battery for Students Tested in Grade 3 (1981) and Grade 5 (1983)

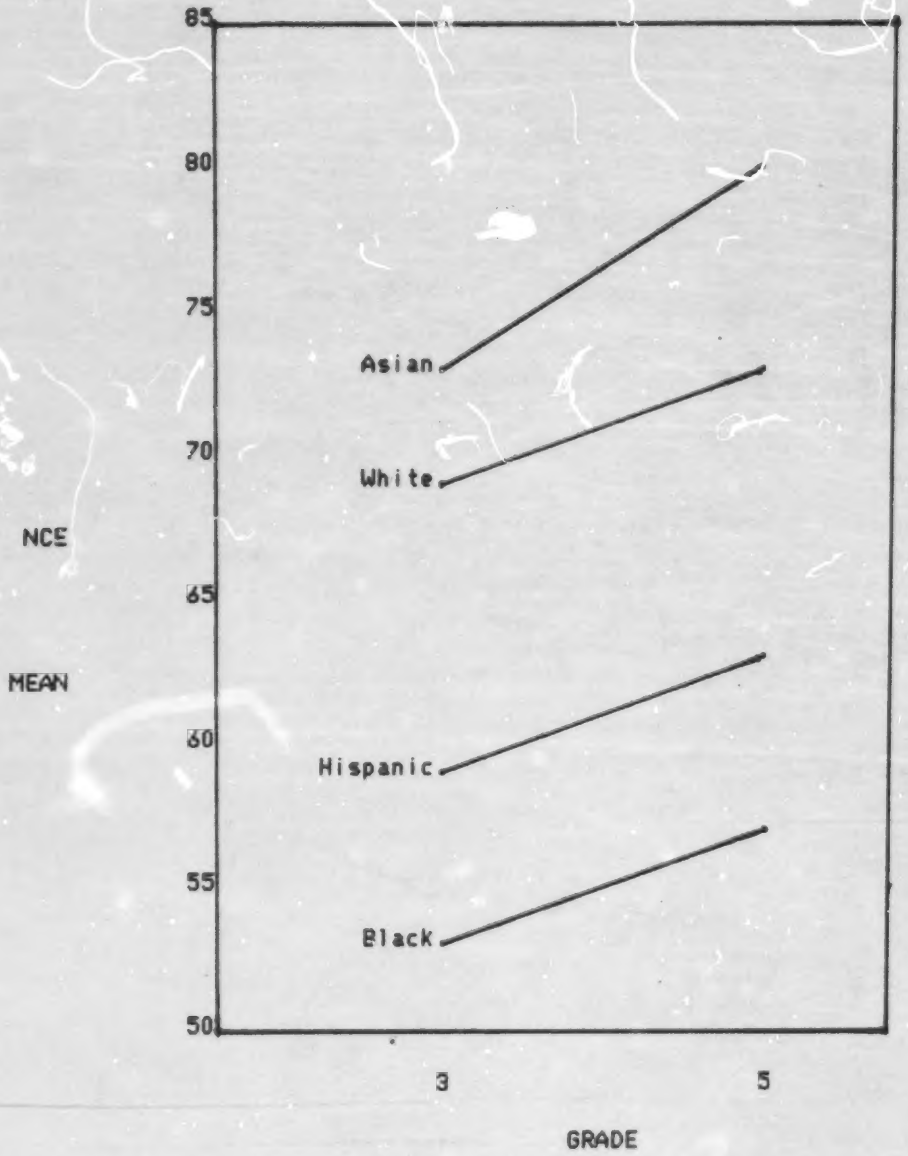


Figure 10

MCPS Longitudinal Trends on the California Achievement Tests
Total Battery for Students Tested in Grade 5 (1980) and Grade 8 (1983)

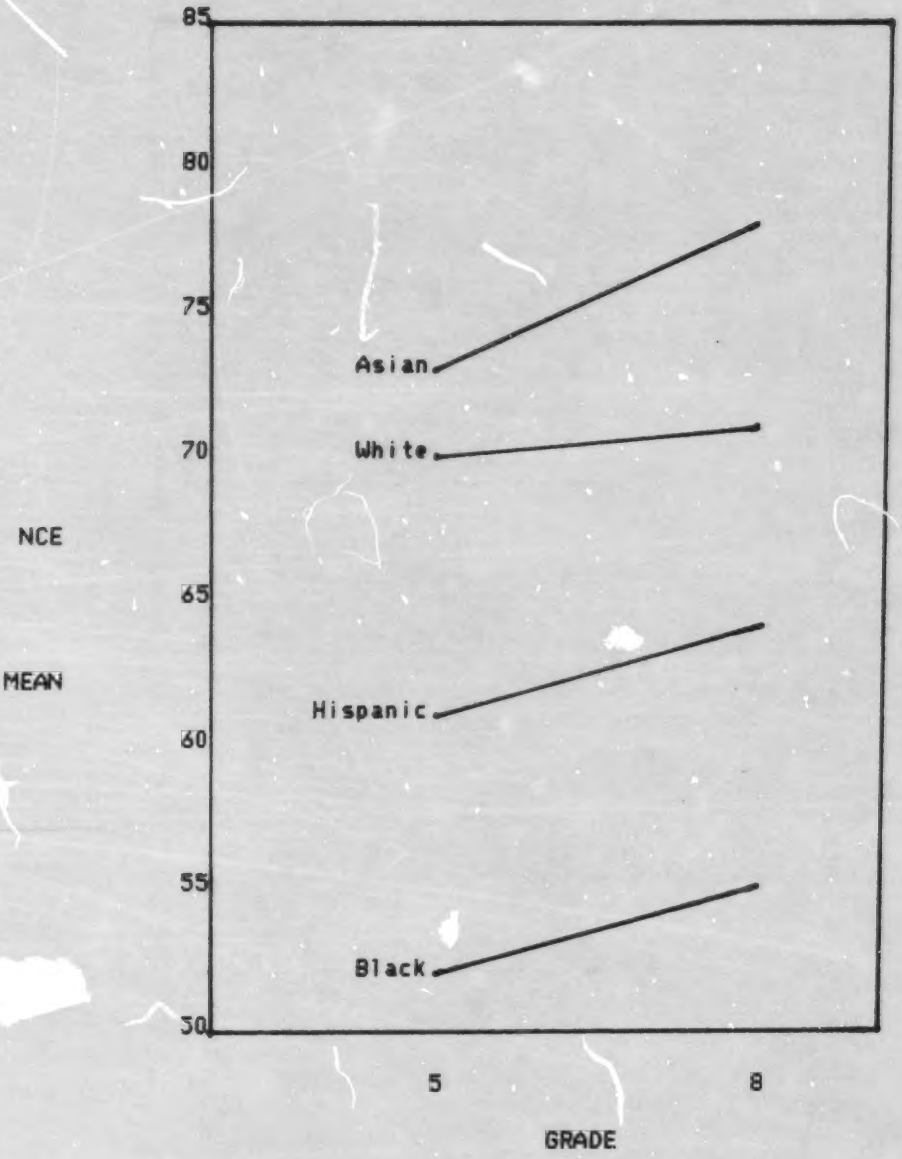
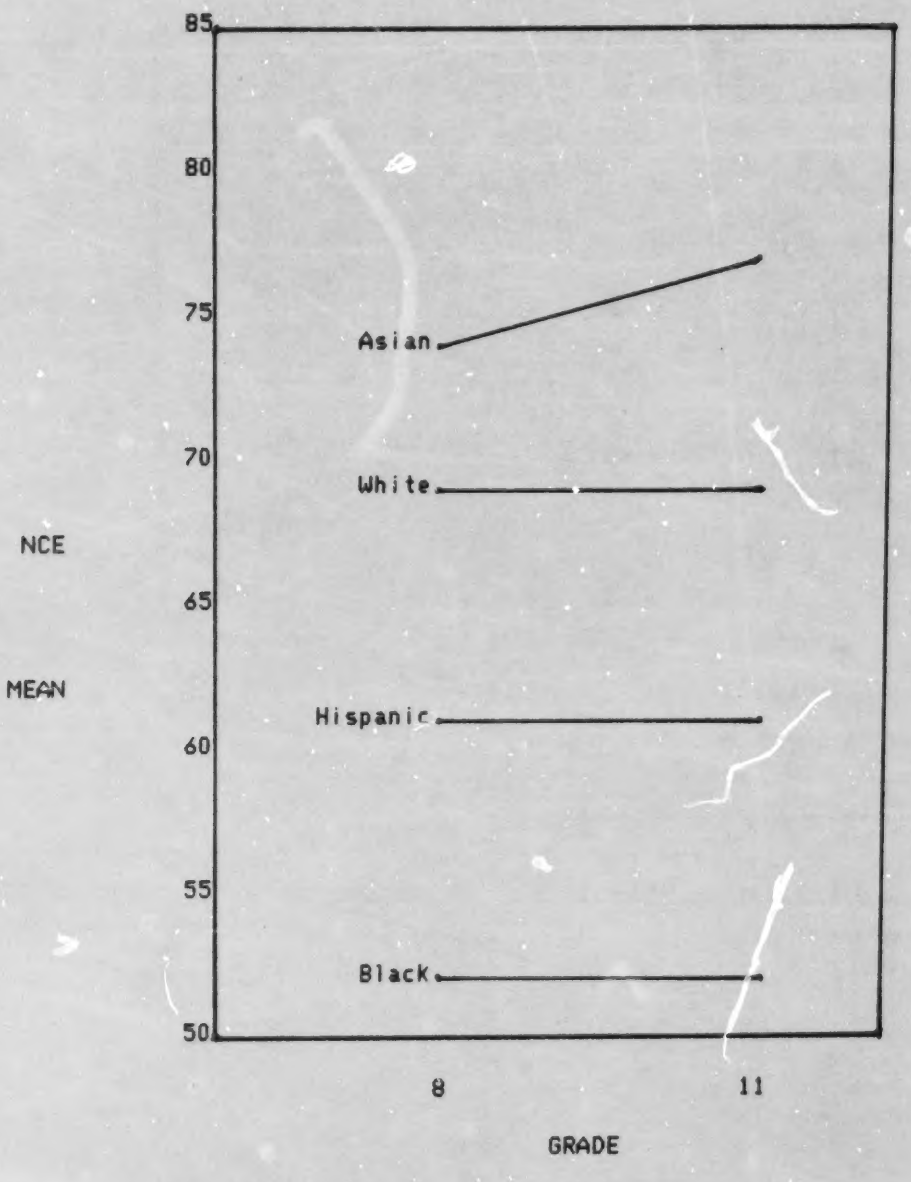


Figure 11

MCPS Longitudinal Trends on the California Achievement Tests
Total Battery for Students Tested in Grade 8 (1980) and Grade 11 (1983)



Total Battery. In all grades the differences were larger than in 1980. The largest increase was six points in Grade 11. However, the 1983 testing may be the start of a reversal of that trend. In Grades 3, 5, and 8, the white/Hispanic Total Battery score difference declined by one point.

Asian and white students generally score about the same on the CAT and that was true again in 1983. In Grades 3 and 5 the Asian students averaged two and four points higher, respectively, on the Total Battery. In Grade 8 the white students were one point higher and in Grade 11 the two groups had the same average. White students tended to do better in reading while Asian students did better in math. The language results were mixed.

While the mean scores for the various groups indicate substantial differences, it should be noted that within each group there are students achieving at all levels. For example, black students, the group with the lowest mean scores, had six percent scoring at stanine 9. The national norm group had only four percent at this score. Table A14 shows the distribution of stanine scores by race.

Majority/Minority score differences in MCPS compared with those in the national norm group. The score differences between white and minority groups have been noted each year since 1978. However, because of lack of data before 1980, it was not possible to compare these differences with ones reported elsewhere. This situation has now changed because McGraw-Hill, the publisher of the CAT, has reported data on the performance of black, Hispanic, and "other" students in the national norm sample. The third group, "other," combines white, Asian, and American Indian students. These data provide a way to compare performance of various racial/ethnic groups in MCPS with that of students of the same racial/ethnic background in a national group. These data also provide a benchmark against which to compare the score differences found in MCPS.

The results discussed in this section may be slightly different from other sections because of the "other" group discussed above and because the McGraw-Hill results are reported in raw score terms, not NCEs.[6]

MCPS black and Hispanic students score well above their counterparts in the national norm group. In Grades 3, 5, and on the Total Battery, the MCPS minority group students averaged from 18 to 24 NCE points above the members of their racial groups in the national norm sample. The difference for

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6. To obtain MCPS data that could be compared with the McGraw-Hill raw scores, it was necessary to recompute MCPS means using raw scores. However, the raw scores for MCPS and the national sample could not be directly compared because they were from testing at different times of the year. The McGraw-Hill scores were gathered in the spring and, therefore, would be expected to be higher than they would have been in the fall, the time when the MCPS results were gathered. Thus, the mean raw scores had to be converted to NCEs so they could be compared. Converting mean scores computed in another metric, raw scores in this case, to NCEs is a questionable procedure. To take advantage of the equal interval property of NCEs, they should be used for computing the mean. In this analysis the conversion was necessary and, probably caused very little distortion to the results.

white students cannot be determined exactly, but a very good estimate can be made from looking at the results of the "other" group since the white students made up over 90 percent of that group. The Total Battery differences for "other" students were 16 to 19 NCE points. The results are similar for each major subject area. Summary results are presented in Table A15 in the Appendix.

The fact that the MCPS/national differences were larger for black and Hispanic students than for "other" students means that, when compared with their racial/ethnic counterparts in the national norm group, MCPS minority students perform slightly better than MCPS white students. Another way to look at these results is that the score differences between black and white and Hispanic and white students are smaller in MCPS than they are nationally. The MCPS/national differences on the Total Battery are shown in Figure 12.

Cautions to be observed when reviewing results for Asian and Hispanic students. The results reported for Asian and Hispanic students are probably not as representative of the skills of these groups as are the results for white and black students. Many Asian and Hispanic students are exempt from testing because they cannot read English well enough to obtain valid results on the test. Additionally, some members of these groups who are able to take the test probably do not know English well enough to perform up to their full capabilities. The extent of the exemptions can be seen in Table A16 which shows the percentage of students in each racial/ethnic group who were tested each year from 1980 to 1983. In 1983 about 82 percent of the enrolled Hispanic students and 88 percent of the enrolled Asian students were tested. These figures compare to 95 for white students and 93 for black students.

Data for Males and Females

Another part of the effort to monitor educational equity in MCPS has been to analyze test results for males and females. The results from this analysis are highlighted by the following:

- Females and males had slight score increases from 1980 and 1983.
- Females scored slightly higher than males on the Total Battery in all grades tested.
- Females scored higher in all grades in language and reading skills.

The scores on the Total Battery have increased from 1980 to 1983 for both males and females in all grades tested. These scores have remained slightly higher for females across the years. Figure 13 illustrates this trend.

The largest and most consistent differences between the sexes were found in the language skills, where females averaged three to six points higher. The two groups scored the same in math in three grades, and males were two points higher in Grade 3. This was the only subject area in which males scored higher. This male/female comparison is illustrated in Figure 14. Detailed results by sex are presented in Tables A17 and A18 in the Appendix.

Figure 12

Comparison of MCPS Black, Hispanic, and "Other" Students With the National Norm Group on the California Achievement Tests, Fall 1983

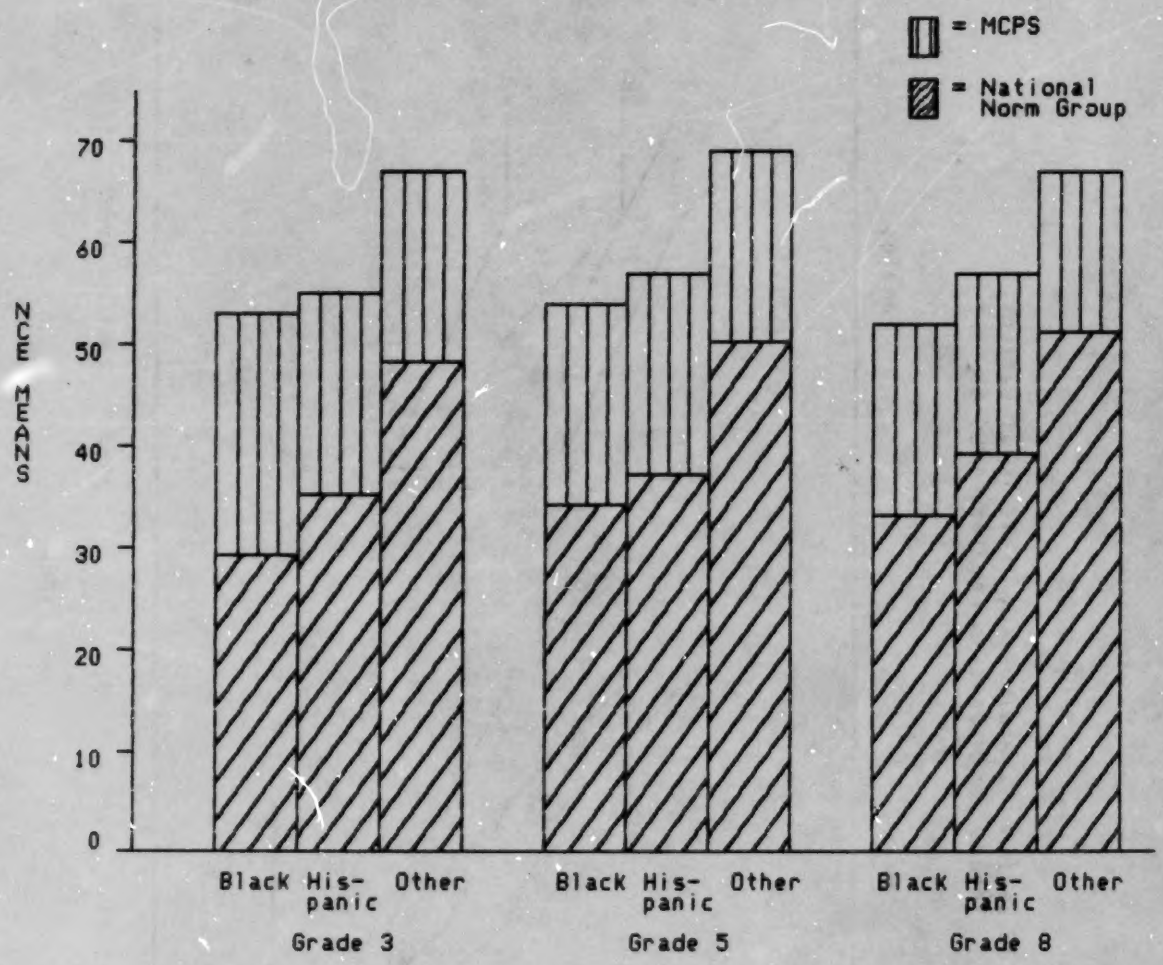


Figure 13

MCPS California Achievement Tests Total Battery
Trends for Males and Females, 1980-83

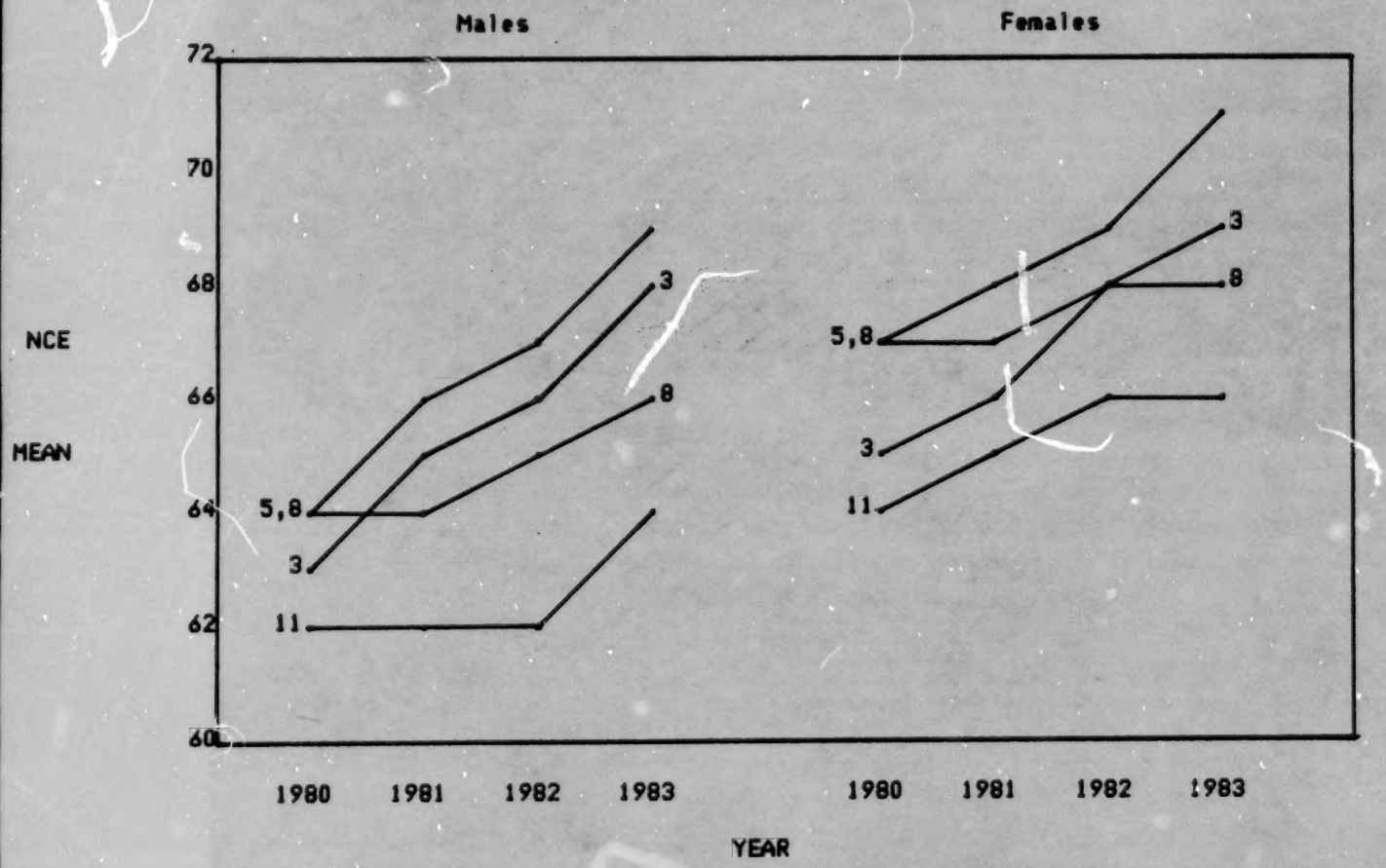
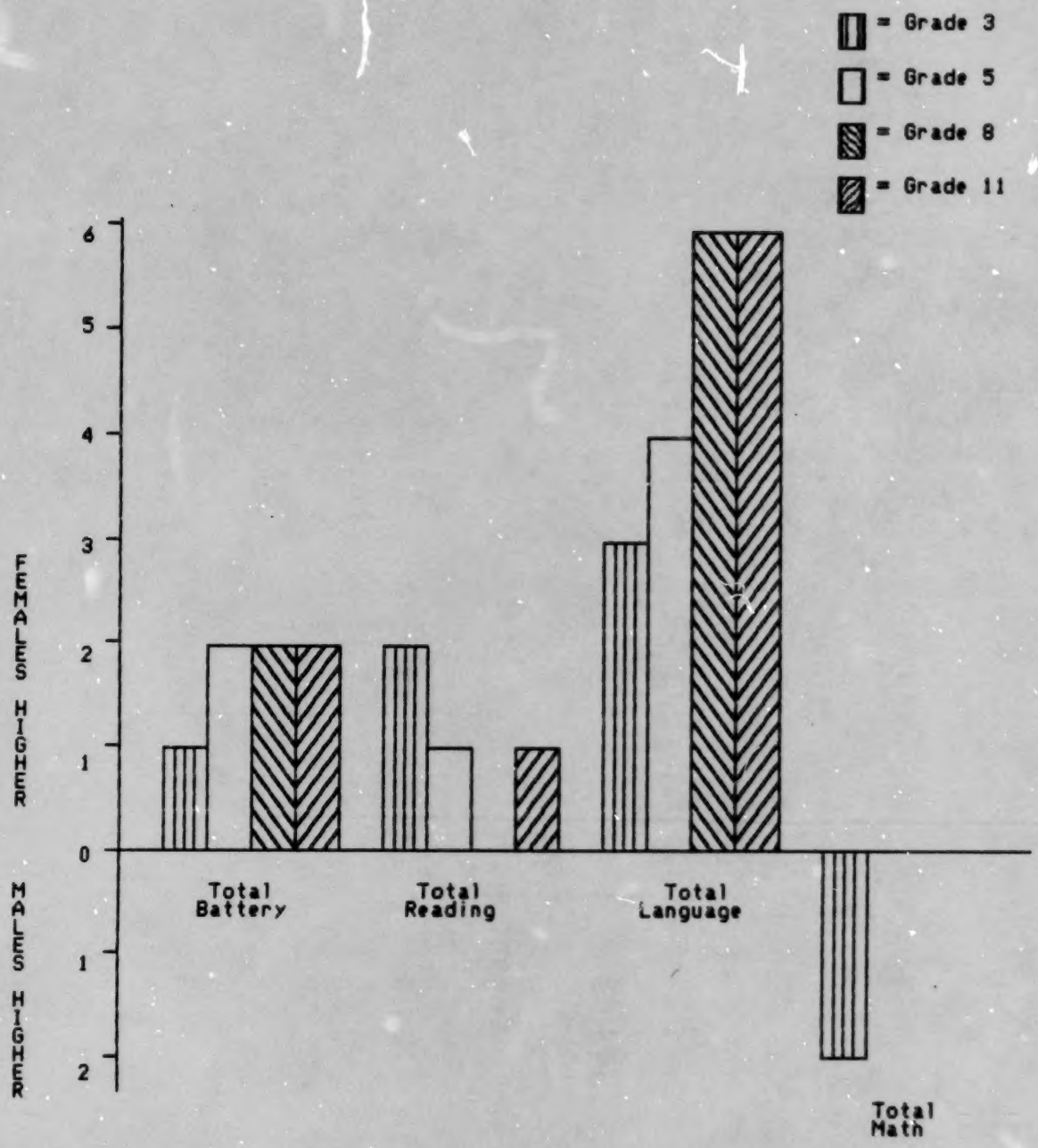


Figure 14

California Achievement Tests NCE Score Differences for MCPS Males and Females, Fall 1983



School Historical Results

One way to get a brief summary of the overall level of test performance in a school is to look at the mean (average) scores for that school. This will not tell how all the students in the school performed but will provide an indication as to the general level (i.e., high, average, low) of performance. Information about the distribution of scores is presented in a later section.

Presented in this section are average CAT scores for each school for the past four years. These historical data show the consistency, or lack thereof, of performance for the schools. As pointed out in the Analytic Considerations section, changes in test scores in a school can be caused by changes in the characteristics of the students taking the test and therefore not reflect the quality of the instructional program in the school. In addition to normal changes that might take place from year to year in a school, school closings have caused population changes in many MCPS schools in the last couple of years. Because of this, schools that have been part of consolidations in the last four years are indicated by double asterisks (**) next to the year of the consolidation.

The historical results reported in this section are for the Total Battery and the three major subject areas of the test. The score for the Total Battery is sometimes higher or lower than the score for all of the subject areas. This is because the Total Battery is not an average of the other scores. It is derived by adding the number correct on all of the subject subtests and using the sum to determine the percentile rank or the NCE. Additionally, it should be remembered that the math section has the most weight in determining the Total Battery score because it has the most questions. Likewise, the language section has the least weight.

When reviewing these results, it should be remembered that the average for the national norm sample is the 50th percentile, which is equal to an NCE score of 50. Many MCPS schools have average scores well above this national average. Even the lowest scoring MCPS schools are at or near the national average.

The schools are listed in alphabetical order by grade. The first page for each grade is listed below.

Grade 3 — page 30

Grade 5 — page 43

Grade 8 — page 55

Grade 11 — page 58

Table 1

California Achievement Test Results by School
1980-1983, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Ashburton	1983	38	70	84	62	72	65	78	76	91
	1982	39	68	81	64	74	67	81	69	82
	1981	52	74	89	68	81	69	84	75	91
	1980**	57	59	69	58	66	59	69	60	69
Bannockburn	1983	32	81	95	70	84	78	92	83	96
	1982	45	74	89	73	86	76	90	73	86
	1981	41	75	91	74	88	81	94	72	87
	1980	38	72	88	65	77	77	91	74	88
Barnsley	1983	60	70	83	66	79	75	89	68	81
	1982	58	73	87	69	82	74	89	72	86
	1981	50	75	89	69	82	74	89	75	89
	1980**	49	69	83	66	78	68	82	67	79
Beall	1983	85	70	85	61	71	73	87	73	86
	1982**	84	68	81	61	72	66	80	70	84
(W Rockville)	1981	29	61	72	60	69	67	81	58	67
(W Rockville)	1980	37	45	38	45	41	48	45	45	42
Bells Mill	1983**	35	72	87	70	84	77	91	70	84
	1982	30	83	96	77	90	83	95	82	95
	1981	41	68	81	67	80	71	86	64	76
	1980	30	66	79	64	76	69	84	64	74
Belmont	1983	50	64	75	68	81	70	85	59	67
	1982	44	79	93	71	85	82	94	78	92
	1981	39	77	91	74	87	81	94	74	87
	1980	43	67	80	70	84	68	83	63	73
Bel Pre	1983	53	72	86	64	75	76	90	72	85
	1982**	44	69	84	65	77	71	86	70	82
	1981	32	73	87	63	73	75	89	74	89
	1980	48	63	75	57	64	64	77	65	77
Bethesda	1983	50	68	81	64	75	70	85	67	79
	1982**	58	63	75	61	70	67	81	63	73
	1981	38	73	88	69	83	73	88	72	87
	1980	35	70	84	67	80	74	89	68	80

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (continued)
California Achievement Test Results By School
1980-1983, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Beverly Farms	1983**	83	75	89	68	81	70	85	77	92
	1982	60	71	85	67	80	71	85	71	84
	1981	55	76	90	68	81	71	86	78	92
	1980	37	71	85	66	78	72	87	70	84
Bradley Hills	1983	52	75	91	68	81	75	90	78	92
	1982**	46	73	87	67	80	77	92	72	85
(Bradley)	1981	25	76	91	70	83	77	91	76	91
(Bradley)	1980	37	67	81	63	74	67	81	69	82
Broad Acres	1983	35	53	56	51	53	61	71	52	55
	1982	34	46	42	44	38	46	43	51	52
	1981	30	54	56	48	47	57	62	58	65
	1980	25	46	43	43	37	47	45	52	55
Brookhaven	1983	42	71	85	64	74	70	85	73	87
	1982	34	72	87	66	78	74	89	74	88
	1981	47	69	85	67	79	72	87	67	81
	1980	57	61	71	60	68	64	76	62	71
Brown Station	1983	94	62	72	63	74	63	74	59	66
	1982	83	63	74	63	73	65	78	61	70
	1981	90	60	69	59	67	59	67	59	67
	1980	95	58	67	57	65	65	78	57	64
Burning Tree	1983	43	80	94	70	83	80	93	81	94
	1982	43	86	97	79	92	85	96	85	97
	1981	49	89	98	78	91	85	96	90	98
	1980	60	87	97	79	91	84	95	86	97
Burtonsville	1983**	61	81	95	72	86	77	92	83	96
	1982	17	80	93	73	86	84	95	76	89
	1981	23	71	86	61	71	74	89	72	86
	1980	25	65	78	62	72	67	81	65	76
Candlewood	1983	57	69	84	67	80	67	81	69	83
	1982	47	70	86	67	79	67	82	70	85
	1981	43	61	70	59	66	61	71	61	71
	1980	62	66	80	62	72	64	77	68	81

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (continued)
California Achievement Test Results By School
1980-1983, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Cannon Road	1983	31	77	92	69	82	76	91	79	93
	1982	48	75	89	72	85	73	89	71	84
	1981	53	68	81	65	77	70	85	65	77
	1980	43	68	83	66	78	68	83	66	80
Carderock Spng	1983	38	73	88	72	86	76	90	71	84
	1982	25	77	90	77	90	78	91	74	88
	1981	41	84	96	79	92	78	92	84	96
	1980***	-	-	-	74	88	-	-	82	94
Cashell	1983	69	75	90	70	84	78	92	73	87
	1982	51	80	94	73	87	83	95	78	92
	1981	60	66	78	67	80	70	86	62	72
	1980	71	65	77	65	77	64	77	62	73
Cedar Grove	1983	40	67	81	62	71	68	82	68	81
	1982	39	63	76	60	68	62	74	64	77
	1981	26	66	81	62	72	69	84	66	79
	1980	34	61	72	62	72	66	79	59	67
Chevy Chase	1983	58	70	84	65	77	67	81	72	84
	1982	70	68	83	66	78	68	83	67	80
	1981	63	67	80	63	74	65	79	67	79
	1980	70	64	76	57	64	61	71	67	80
Clarksburg	1983	38	65	77	62	72	68	82	64	75
	1982	48	58	66	57	63	66	79	57	63
	1981	51	60	69	59	67	61	72	59	68
	1980	40	60	69	57	64	57	64	63	74
Cold Spring	1983	49	79	93	72	86	77	92	80	93
	1982	47	76	91	69	83	73	87	77	92
	1981	56	82	95	74	88	82	94	82	95
	1980	52	70	84	68	81	70	85	69	82
College Gardens	1983	51	66	79	63	74	70	85	65	77
	1982	49	71	85	67	80	70	84	72	86
	1981	47	72	87	68	81	68	83	73	88
	1980	68	72	86	68	81	69	83	72	85

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

***Carderock Springs has no 1980 Total Language scores because that part of the test was incorrectly administered. That meant they also had no Total Battery.

Table 1 (continued)
California Achievement Test Results By School
1980-1983, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank*	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Cresthaven	1983	51	69	83	63	74	70	85	70	83
	1982**	46	72	89	68	82	68	83	74	90
	1981	35	74	88	68	81	72	87	74	87
	1980	31	73	89	68	82	70	86	73	87
Damascus ES	1983	67	70	85	67	80	72	88	68	81
	1982	56	67	81	63	74	68	83	66	80
	1981	76	72	87	68	81	79	92	69	82
	1980	78	64	75	60	69	72	87	63	73
Darnestown	1983	58	74	88	69	82	70	85	76	89
	1982	50	67	80	65	77	62	73	68	81
	1981	46	69	83	67	80	66	79	70	84
	1980	47	69	84	65	77	66	79	71	85
Diamond	1983	85	69	83	63	74	72	88	69	82
	1982	77	66	80	64	75	68	82	66	78
	1981	85	68	81	65	78	72	87	65	77
	1980	87	71	86	67	80	74	89	70	83
DuFief	1983	49	74	89	68	81	71	86	75	89
	1982	70	76	90	69	82	78	92	76	89
	1981	61	68	81	64	74	68	83	67	80
	1980	79	69	84	63	74	67	82	71	85
E. Silver Spring	1983	48	57	65	55	60	59	68	57	64
	1982**	56	44	38	44	39	43	37	47	44
	1981	50	45	40	45	42	48	45	45	42
	1980	40	58	66	56	62	64	76	56	63
Fairland	1983	62	65	78	63	73	67	81	63	75
	1982	66	68	82	63	75	65	78	69	83
	1981	48	67	80	64	75	70	85	64	76
	1980	52	66	79	65	77	66	80	64	76
Fallsmead	1983	59	77	92	72	85	72	87	79	93
	1982	41	79	93	72	86	76	90	79	94
	1981	44	72	86	67	79	71	86	72	85
	1980	47	74	88	69	82	74	89	74	88

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (continued)
California Achievement Test Results By School
1980-1983, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Farmland	1983	53	82	95	70	84	81	94	84	97
	1982**	67	77	91	67	79	78	92	79	92
	1981	44	78	93	75	89	82	94	75	89
	1980	43	81	94	73	87	81	94	81	94
Fields Road	1983	53	61	69	59	67	63	75	59	67
	1982	50	53	55	55	60	56	60	51	52
	1981	40	64	75	61	71	63	75	65	77
	1980	49	54	57	53	55	58	66	53	57
Flower Valley	1983	42	74	89	69	83	73	88	74	89
	1982**	46	78	92	72	86	82	94	76	91
	1981	52	70	85	64	75	73	88	70	84
	1980	31	67	79	66	78	67	81	65	76
Forest Knolls	1983	33	76	92	64	75	76	91	81	95
	1982**	30	61	71	55	60	63	75	64	75
	1981	30	66	80	59	67	68	83	67	81
	1980	24	58	65	58	65	57	63	58	65
Fox Chapel	1983	90	65	78	62	72	68	82	62	72
	1982	81	66	79	62	71	67	81	66	78
	1981	56	60	69	56	61	61	72	61	71
	1980	68	64	77	61	71	70	85	60	69
Gaithersburg ES	1983	105	62	73	61	70	65	78	62	72
	1982	62	61	71	61	71	59	68	62	71
	1981	80	59	68	59	67	58	65	60	69
	1980	85	55	58	53	56	54	58	56	61
Galway	1983	34	68	81	68	81	65	77	66	78
	1982	37	69	84	64	75	70	85	70	84
	1981	42	63	75	57	64	64	77	64	77
	1980	31	63	75	61	70	62	72	65	77
Garrett Park	1983	60	76	91	64	75	73	88	82	95
	1982**	41	63	74	56	62	60	71	68	81
	1981	30	66	79	60	68	69	84	66	77
	1980	39	62	73	59	67	61	71	63	74

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (continued)
California Achievement Test Results By School
1980-1983, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Georgian Forest	1983	38	70	84	63	74	70	85	72	85
	1982	32	66	79	62	71	63	75	68	81
	1981	23	69	83	61	71	66	79	73	86
	1980	43	60	68	53	55	59	68	64	76
Germantown	1983	75	66	79	61	71	70	85	67	79
	1982	71	74	87	6[illegible]	78	78	92	72	86
	1981	64	70	84	6[illegible]	77	75	89	70	84
	1980	65	64	76	62	73	70	85	63	74
Glen Haven	1983	60	56	62	52	54	57	65	57	63
	1982**	40	51	51	51	53	49	47	51	53
	1981	54	55	60	54	56	54	57	57	63
	1980	62	55	61	54	58	56	61	56	62
Glenallan	1983	40	62	75	61	71	67	81	61	71
	1982**	49	63	75	60	68	59	68	65	77
	1981	27	54	56	52	54	59	68	53	57
	1980	47	56	62	53	56	61	71	56	61
Greenwood	1983	70	79	94	67	80	82	94	82	95
	1982	96	67	80	67	80	70	85	64	74
	1981	64	67	80	67	79	68	82	64	76
	1980	76	71	85	66	79	77	90	68	81
Harmony Hills	1983	52	58	66	55	59	59	67	61	70
	1982	46	57	64	54	58	64	75	56	62
	1981	33	58	56	54	58	58	66	53	56
	1980	41	52	54	51	52	55	60	51	53
Highland	1983	73	67	81	63	74	71	86	65	77
	1982	60	48	46	49	48	52	54	47	45
	1981	62	52	54	52	53	52	53	52	56
	1980	68	47	44	50	49	51	52	45	41
Highland View	1983**	36	70	85	61	71	69	85	74	88
	1982	42	64	75	62	72	63	75	66	77
	1981***	-	-	-	-	-	-	-	-	-
	1980	30	64	77	64	75	62	75	65	77

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

***Highland View has no 1981 scores because the answer sheets were lost.

Table 1 (continued)
California Achievement Test Results By School
1980-1983, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Jackson Road	1983	59	74	89	66	78	72	88	77	90
	1982	47	71	86	65	77	70	86	73	87
	1981	61	67	80	64	74	65	78	66	79
	1980	55	64	76	63	73	68	82	62	71
Kemp Mill	1983	49	90	99	82	94	87	97	87	98
	1982**	53	87	98	70	84	83	95	83	97
	1981	46	81	96	72	86	82	94	84	97
	1980	30	92	99	76	89	84	95	95	99
Kensington-Parkwood	1983	43	66	80	61	71	67	81	68	82
	1982**	36	64	77	62	72	64	76	65	77
(Parkwood)	1981	34	58	67	58	65	60	69	56	63
(Parkwood)	1980**	42	55	58	53	57	56	63	55	61
Lakewood	1983	29	76	92	68	82	74	90	76	92
	1982	44	76	91	73	87	73	88	74	89
	1981	36	80	93	75	89	74	89	79	92
	1980	39	72	87	66	78	70	85	72	87
Laytonsville	1983	62	65	76	62	72	66	81	64	76
	1982	67	66	79	64	75	70	85	63	74
	1981	69	62	72	64	77	67	81	58	65
	1980	79	63	75	63	74	67	81	60	69
Luxmanor	1983	37	76	92	73	87	71	86	77	92
	1982**	45	75	89	68	81	71	86	77	91
	1981	35	73	88	69	82	77	91	72	86
	1980	32	74	87	67	79	74	89	73	87
Maryvale	1983	35	44	38	42	36	48	47	47	45
	1982	28	51	51	48	46	52	55	54	58
	1981	46	45	39	44	39	44	38	47	45
	1980	45	45	39	44	39	45	41	47	45
Meadow Hall	1983	40	59	67	60	69	57	64	59	68
	1982**	47	61	70	60	68	60	69	60	71
	1981	39	54	57	56	60	57	62	52	55
	1980	40	66	79	65	78	65	78	63	74

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (continued)
California Achievement Test Results By School
1980-1983, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Mill Creek Tn	1983	93	62	72	59	68	63	75	62	73
	1982	88	68	80	62	72	70	85	68	81
	1981	72	70	85	66	79	68	83	71	86
	1980	90	64	75	61	71	64	77	64	76
Monocacy	1983	34	58	65	58	66	59	69	55	61
	1982	21	57	64	58	65	53	56	58	66
	1981	25	52	53	49	48	58	64	50	52
	1980	31	57	63	56	62	59	67	54	60
New Hampshire Estates	1983	42	57	64	52	55	56	62	61	70
	1982	33	54	57	50	50	58	67	58	65
	1981	32	57	65	55	59	62	74	56	62
	1980	33	56	62	55	60	61	72	52	62
N. Chevy Chase	1983	59	60	70	58	66	55	60	64	75
	1982***	-	-	-	-	-	-	-	-	-
	1981	40	66	79	63	74	65	79	67	79
	1980**	50	59	67	61	70	61	72	54	60
Oak View	1983	47	66	81	61	70	59	69	72	88
	1982**	52	59	68	57	62	59	67	61	72
	1981	29	59	67	57	64	55	61	62	71
	1980	28	54	56	52	53	53	56	55	60
Oakland Terr	1983	91	66	79	64	75	68	83	66	77
	1982**	66	67	82	64	75	71	86	67	80
	1981	47	60	69	58	65	61	71	61	71
	1980	58	62	72	62	73	65	78	60	69
Olney	1983	55	70	84	65	77	71	86	70	84
	1982	52	67	79	66	78	70	85	64	75
	1981	55	65	78	63	73	67	81	65	77
	1980	56	64	76	60	68	65	79	64	76
Page	1983	57	79	93	70	84	81	94	78	92
	1982	61	72	88	65	77	73	89	73	87
	1981	45	56	62	56	60	49	49	59	68
	1980	41	68	82	64	75	71	86	66	78

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

***North Chevy Chase was closed in 1982.

Table 1 (continued)
California Achievement Test Results By School
1980-1983, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Pine Crest	1983	62	70	85	65	76	73	88	69	83
	1982	55	59	67	57	63	59	69	59	67
	1981	48	68	81	68	81	68	83	64	75
	1980	49	58	67	58	66	60	69	56	63
Poolesville ES	1983	76	64	75	63	74	71	85	61	70
	1982	95	59	68	57	64	67	81	58	65
	1981	79	58	64	56	61	60	68	57	64
	1980	77	60	69	59	66	61	71	60	69
Potomac	1983	40	81	94	72	86	76	90	83	95
	1982	35	74	90	72	85	78	92	72	87
	1981	55	68	81	65	76	69	83	67	80
	1980	65	79	93	74	88	75	90	79	93
Ritchie Park	1983	77	76	91	67	80	80	93	76	91
	1982	74	75	89	70	83	76	91	74	88
	1981	56	77	91	72	85	80	93	74	89
	1980	74	79	93	72	86	81	94	77	91
Rock Ck Forest	1983	37	66	79	60	69	66	80	67	79
	1982	43	59	67	54	59	57	64	62	72
	1981	45	65	78	59	67	61	71	70	84
	1980	34	67	79	58	65	68	82	71	84
Rock Ck Valley	1983	32	80	94	71	85	79	92	81	94
	1982	33	70	85	61	71	71	86	76	90
	1981	47	72	87	63	74	69	85	78	92
	1980	39	65	77	57	64	62	72	70	84
Rock View	1983	57	68	84	63	74	67	82	70	84
	1982**	56	66	79	64	75	68	82	65	77
(R C Palisades)	1981	38	72	87	67	79	71	86	72	86
(R C Palisades)	1980	47	60	70	61	71	56	62	62	72

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

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Table 1 (continued)
California Achievement Test Results By School
1980-1983, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Rolling Terrace	1983	35	62	72	58	65	65	78	63	73
	1982	51	58	66	54	58	64	77	59	66
	1981	31	56	63	55	60	62	74	54	57
	1980	26	60	71	57	65	64	77	61	69
Rosemont	1983	32	62	72	59	66	71	86	61	70
	1982	32	61	70	56	62	69	84	59	67
	1981	42	55	58	50	49	65	79	56	62
	1980	28	50	48	46	43	49	47	53	57
Seven Locks	1983	21	80	95	69	82	77	92	83	96
	1982	20	77	92	71	84	81	93	75	91
	1981	31	71	85	66	78	71	85	72	86
	1980	43	77	92	70	84	78	92	78	92
Sherwood ES	1983	44	68	83	64	76	68	82	68	82
	1982	49	69	82	64	76	69	84	68	80
	1981	48	64	75	62	72	69	84	62	72
	1980	71	67	81	64	75	70	84	66	78
Somerset	1983	34	80	94	72	86	78	92	81	95
	1982**	30	84	97	78	92	78	92	86	97
	1981	28	81	93	75	88	73	88	81	94
	1980	33	84	96	75	88	83	95	85	97
South Lake	1983	59	62	72	57	64	63	75	64	76
	1982	72	62	72	57	64	58	66	66	77
	1981	58	58	65	53	55	56	62	62	72
	1980	61	65	78	62	71	61	72	66	78
Stedwick	1983	62	71	86	63	74	69	84	73	88
	1982	92	73	89	67	80	74	89	74	88
	1981	80	62	72	60	69	61	72	63	73
	1980	88	67	80	64	75	66	80	67	79
Stonegate	1983**	43	72	87	67	80	78	92	70	84
	1982	41	69	82	65	77	68	83	68	81
	1981	37	70	83	66	79	68	83	69	81
	1980	42	69	83	67	79	72	87	67	79

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (continued)
California Achievement Test Results By School
1980-1983, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Strathmore	1983	40	60	70	58	65	62	74	60	69
	1982	35	58	64	57	64	54	58	59	66
	1981	26	55	60	54	57	51	51	58	65
	1980	38	65	77	59	67	65	78	66	78
Summit Hall	1983	39	72	86	64	76	72	86	73	87
	1982	47	68	82	64	76	73	88	67	80
	1981	49	64	75	60	67	70	85	64	75
	1980	49	65	76	61	71	72	87	63	73
Takoma Park	1983	110	53	55	53	55	52	53	55	60
	1982	94	52	54	50	50	52	53	54	58
	1981	100	53	54	54	58	53	55	50	52
	1980	82	58	65	57	63	58	67	59	66
Travilah	1983	50	64	75	65	76	66	80	61	70
	1982	53	59	67	62	72	62	73	57	63
	1981	37	61	71	62	72	59	67	61	70
	1980	54	64	75	62	73	65	78	62	72
Twinbrook	1983	79	51	52	51	52	58	65	51	51
	1982**	101	52	53	51	51	53	57	54	58
	1981	55	53	55	52	53	53	56	53	57
	1980	75	48	46	50	50	51	53	45	41
Viers Mill	1983**	71	51	50	49	48	53	56	51	53
	1982	46	51	51	51	52	54	56	51	52
	1981	49	56	62	55	60	59	67	54	59
	1980	65	54	60	53	57	56	62	54	60
Washington Grove	1983	60	65	77	62	71	73	88	63	74
	1982	72	56	61	53	56	59	67	55	60
	1981	51	55	60	54	58	60	70	54	59
	1980	59	60	70	57	64	65	79	57	64
Watkins Mill	1983	44	70	83	59	67	68	82	76	90
	1982	57	72	86	62	72	72	87	74	88
	1981	67	69	84	60	69	70	85	74	88
	1980	53	62	71	57	62	63	74	63	74

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (continued)
California Achievement Test Results By School
1980-1983, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Wayside	1983**	67	77	92	74	88	72	88	77	92
	1982	52	83	95	79	91	77	91	82	94
	1981	51	72	87	70	84	74	89	68	81
	1980	59	77	91	70	84	76	90	77	92
Weller Road	1983	55	65	77	62	72	65	78	65	77
	1982	64	55	61	53	56	57	64	55	61
	1981	72	59	67	53	55	59	67	62	71
	1980	66	54	57	53	56	53	56	54	59
Westbrook	1983	36	72	8[illegible]	70	83	78	92	70	85
	1982**	36	76	91	72	86	76	91	75	89
	1981	38	74	88	75	88	79	93	71	84
	1980	35	75	89	73	86	74	89	74	88
Westover	1983	59	70	86	64	75	67	82	71	88
	1982	42	68	85	63	74	68	83	65	80
	1981	35	63	74	61	71	64	77	64	74
	1980	56	68	82	64	75	72	87	65	77
Wheaton Woods	1983**	75	62	73	59	66	62	74	63	75
	1982	50	59	67	58	65	63	75	58	65
	1981	48	5[illegible]	[illegible]2	54	57	63	74	55	60
	1980	59	57	64	55	60	62	74	56	61
Whetstone	1983	78	65	78	66	78	68	83	62	71
	1982	81	73	88	71	85	74	89	69	82
	1981	67	65	79	64	75	69	85	62	72
	1980	71	69	85	64	75	68	83	69	82
Wood Acres	1983	6[illegible]	83	96	74	88	79	92	84	96
	1982**	59	79	92	71	85	73	88	81	94
	1981	31	74	89	72	86	73	88	72	88
	1980	34	78	91	75	89	74	89	77	90
Woodfield	1983	64	75	89	70	84	76	90	73	86
	1982	53	73	86	67	80	74	89	73	86
	1981	53	69	83	66	79	70	85	69	81
	1980	44	74	89	69	83	77	91	74	88

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (continued)
California Achievement Test Results By School
1980-1983, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Woodlin	1983	34	65	79	[illegible]	73	68	82	64	76
	1982	35	62	71	62	71	65	78	59	66
	1981	43	57	62	58	65	60	70	53	57
	1980	63	50	49	50	51	54	58	49	50
Wyngate	1983	80	72	87	63	74	73	88	73	88
	1982**	81	76	91	72	86	76	91	75	89
	1981	76	71	85	71	84	72	88	68	81
	1980	49	73	87	76	90	71	86	[illegible]	84

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 2

California Achievement Test Results By School
1980-1983, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Ashburton	1983	59	73	89	66	81	71	86	76	92
	1982	58	61	71	59	68	59	66	64	75
	1981	58	65	77	64	77	66	79	63	73
	1980**	67	65	77	64	77	60	69	66	79
Bannockburn	1983	41	77	92	73	89	70	85	78	94
	1982	45	72	86	70	85	72	86	71	84
	1981	39	70	82	70	85	69	82	65	76
	1980	46	78	93	74	90	76	91	76	91
Barnsley	1983	60	71	86	67	81	74	88	71	85
	1982	75	73	89	68	82	74	90	73	88
	1981	85	73	89	68	82	76	91	73	88
	1980**	75	73	89	67	81	76	91	74	88
Beall	1983	78	69	83	62	73	72	87	71	85
	1982**	91	60	68	55	60	63	74	62	71
(W Rockville)	1981	40	64	74	63	75	68	81	61	70
(W Rockville)	1980	51	60	69	58	67	58	65	61	72
Bells Mill	1983**	57	80	94	73	87	82	95	77	91
	1982	34	67	80	61	72	73	88	63	73
	1981	45	75	90	70	85	79	93	72	85
	1980	53	76	92	70	85	80	93	74	89
Belmont	1983	45	74	88	70	84	77	91	70	83
	1982	38	72	86	68	81	73	89	68	80
	1981	58	73	87	68	82	79	93	70	84
	1980	72	67	79	67	81	70	84	63	72
Bel Pre	1983	48	71	85	64	77	75	89	71	86
	1982**	61	72	87	65	78	75	89	72	87
	1981	41	67	81	61	71	70	84	70	82
	1980	41	61	70	57	64	63	74	62	72
Bethesda	1983	61	72	88	68	84	74	90	71	85
	1982**	51	69	81	67	83	71	85	66	77
	1981	49	75	89	70	85	76	90	73	87
	1980	51	72	86	70	85	75	89	68	79

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

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Table 2 (continued)
California Achievement Test Results By School
1980-1983, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Beverly Farms	1983**	79	73	87	67	81	74	89	71	85
	1982	41	70	82	72	87	73	87	63	72
	1981	59	75	90	71	86	74	89	75	89
	1980	57	74	89	71	86	74	89	72	86
Bradley Hills	1983	40	78	92	72	87	79	93	78	92
	1982**	37	72	86	69	84	73	88	71	85
(Bradley)	1981	34	79	93	75	90	79	94	75	90
(Bradley)	1980	49	78	93	73	88	76	91	78	93
Broad Acres	1983	31	64	74	58	66	63	74	69	81
	1982	44	53	55	48	46	55	59	57	64
	1981	30	49	48	49	49	54	57	47	45
	1980	33	54	57	51	52	61	70	51	53
Brookhaven	1983	48	69	84	64	76	71	85	70	85
	1982	60	70	84	66	80	72	87	69	82
	1981	78	66	78	62	74	70	84	64	74
	1980	73	72	87	68	83	72	84	71	85
Brown Station	1983	90	69	82	65	78	69	84	68	80
	1982	99	65	78	62	74	67	80	65	76
	1981	77	69	82	66	79	69	82	69	83
	1980	86	66	78	64	76	67	80	64	75
Burning Tree	1983	81	89	99	81	94	88	98	87	98
	1982	82	87	97	81	94	83	95	84	97
	1981	94	82	95	75	91	82	95	80	95
	1980	91	85	97	80	94	84	96	81	96
Burtonsville	1983**	66	69	82	64	77	70	84	69	82
	1982	29	72	87	64	77	76	91	72	86
	1981	44	66	78	61	71	71	85	63	75
	1980	29	73	88	71	86	74	88	69	83
Candlewood	1983	48	67	79	63	75	67	81	66	79
	1982	68	67	81	64	77	68	82	66	77
	1981	71	73	87	69	83	71	86	72	85
	1980	85	66	78	64	76	68	82	63	73

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

Table 2 (continued)
California Achievement Test Results By School
1980-1983, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Cannon Road	1983	50	87	99	77	92	88	98	88	99
	1982	43	80	95	75	90	81	95	77	94
	1981	49	70	84	66	79	74	89	68	81
	1980	76	66	78	63	75	68	82	65	76
Carderock Springs	1983	42	79	93	76	91	82	94	75	91
	1982	36	74	87	69	83	79	92	72	85
	1981	41	72	86	68	82	72	86	70	83
	1980	33	76	90	70	85	79	93	74	87
Cashell	1983	78	73	88	67	81	74	89	73	87
	1982	75	71	85	66	80	73	88	70	84
	1981	89	68	81	66	80	66	77	67	80
	1980	85	67	80	62	73	69	82	68	80
Cedar Grove	1983	28	66	78	60	70	66	78	67	78
	1982	34	65	78	64	77	66	78	64	76
	1981	32	71	86	67	81	73	88	71	84
	1980	40	67	79	66	80	71	86	62	71
Chevy Chase	1983	89	70	84	68	82	72	87	68	80
	1982	73	73	88	70	85	72	87	72	86
	1981	72	70	84	64	77	71	87	68	81
	1980	79	70	84	67	81	68	83	69	82
Clarksburg	1983	58	71	86	68	83	74	89	68	82
	1982	52	58	64	57	64	61	70	57	62
	1981	36	57	63	56	64	63	74	53	57
	1980	40	56	61	58	66	55	59	56	62
Cold Spring	1983	51	80	94	74	89	80	94	80	94
	1982	47	76	90	71	85	75	89	76	91
	1981	74	76	90	70	85	78	92	73	86
	1980	79	75	88	67	81	70	84	76	90
College Gardens	1983	62	74	89	72	87	74	89	73	86
	1982	68	73	87	71	86	73	88	72	85
	1981	89	69	82	68	82	68	82	67	80
	1980	83	68	81	66	79	70	85	67	79

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

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Table 2 (continued)
California Achievement Test Results By School
1980-1983, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Cresthaven	1983	50	72	87	69	84	72	87	69	82
	1982**	51	68	81	66	80	70	84	65	76
	1981	44	67	80	67	82	70	85	64	75
	1980	39	67	78	67	81	68	81	63	73
Damascus ES	1983	71	73	88	69	84	74	89	72	85
	1982	71	69	82	66	80	70	83	67	78
	1981	72	65	77	61	72	67	79	65	75
	1980	85	61	70	57	64	61	70	63	73
Darnestown	1983	61	71	85	69	84	75	90	67	79
	1982	68	72	85	68	83	71	86	72	85
	1981	63	76	91	70	85	76	91	77	91
	1980	72	75	89	71	86	75	90	74	87
Diamond	1983	90	70	83	68	82	67	80	69	82
	1982	95	68	82	67	81	65	76	69	82
	1981	96	71	85	66	80	69	84	73	86
	1980	105	68	82	65	78	69	83	68	80
DuFief	1983	60	80	94	72	87	81	95	78	93
	1982	73	73	89	68	82	73	90	73	90
	1981	74	70	84	65	77	69	83	72	86
	1980	83	67	79	65	78	70	83	66	77
Fairland	1983	72	69	83	67	80	71	86	65	77
	1982	64	64	75	65	78	66	78	61	70
	1981	84	65	76	64	76	66	78	63	73
	1980	86	71	85	67	81	73	88	70	83
Fallsmead	1983	45	77	91	67	81	83	95	75	89
	1982	49	74	89	66	79	83	95	71	85
	1981	65	73	88	70	85	75	89	70	85
	1980	62	75	90	68	82	76	90	76	90
Farmland	1983	71	78	94	71	87	77	92	78	94
	1982**	66	80	93	68	83	81	94	81	94
	1981	47	80	94	74	88	80	93	80	94
	1980	52	86	97	79	93	86	97	84	96

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

Table 2 (continued)
California Achievement Test Results By School
1980-1983, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Fields Road	1983	35	68	82	66	80	70	85	67	79
	1982	48	64	76	59	68	64	76	66	78
	1981	49	64	76	65	78	67	79	60	68
	1980	47	65	76	63	75	67	80	64	74
Flower Valley	1983	59	75	90	70	84	82	95	71	84
	1982	59	69	82	64	76	74	89	68	80
	1981**	94	66	79	65	79	71	86	63	74
	1980	74	71	86	67	82	70	84	73	86
Forest Knolls	1983	41	74	90	65	79	76	91	77	93
	1982**	39	62	72	60	70	62	71	62	71
	1981	43	65	76	62	72	67	79	65	76
	1980	30	71	84	65	78	74	90	67	79
Fox Chapel	1983	81	63	75	60	70	66	79	62	72
	1982	83	67	81	63	75	69	83	66	78
	1981	79	66	79	61	72	66	80	66	78
	1980	74	70	85	64	78	71	86	72	86
Gaithersburg ES	1983	87	66	78	64	76	65	77	66	77
	1982	65	60	69	59	68	61	70	58	65
	1981	82	63	73	60	71	65	77	62	71
	1980	92	57	63	57	63	59	66	56	61
Galway	1983	46	67	80	63	74	66	78	69	81
	1982	35	72	85	67	80	69	82	75	88
	1981	38	68	80	65	78	69	83	64	73
	1980	55	68	81	64	77	65	78	68	79
Garrett Park	1983	41	68	81	65	78	67	80	70	83
	1982**	45	70	84	68	81	72	86	69	82
	1981	27	68	82	66	80	68	81	66	81
	1980	42	65	77	66	79	68	81	61	71
Georgian Forest	1983	25	69	82	67	72	68	81	73	86
	1982	49	67	79	63	75	65	78	68	81
	1981	55	70	83	64	77	68	81	71	84
	1980	49	65	76	63	75	65	78	64	75

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

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Table 2 (continued)
California Achievement Test Results By School
1980-1983, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Germantown	1983	85	68	81	64	76	68	81	69	82
	1982	64	62	71	60	69	62	73	61	70
	1981	74	66	79	63	75	63	73	70	82
	1980	87	65	76	63	75	64	76	63	73
Glen Haven	1983	53	64	76	58	67	65	76	66	77
	1982**	62	56	61	57	64	58	65	53	57
	1981	69	56	62	56	62	56	61	57	63
	1980	59	56	60	58	65	54	57	55	59
Glenallan	1983	64	73	87	67	82	73	88	73	88
	1982**	69	70	84	64	76	73	88	70	84
	1981	48	62	71	58	66	64	76	60	68
	1980	44	53	56	55	60	57	63	48	48
Greenwood	1983	68	76	91	68	82	76	91	78	92
	1982	72	74	89	71	85	82	94	69	81
	1981	97	66	78	65	77	67	80	62	71
	1980	105	66	79	64	77	68	82	64	74
Harmony Hills	1983	41	58	64	57	63	59	67	57	62
	1982	38	56	60	52	54	57	61	61	69
	1981	67	54	58	53	57	56	61	55	61
	1980	58	61	71	60	69	59	67	63	73
Highland	1983	74	64	76	58	67	66	78	65	77
	1982	69	52	53	52	53	51	52	53	55
	1981	86	59	68	56	61	58	66	61	71
	1980	99	54	58	52	54	54	58	55	61
Highland View	1983	65	61	69	56	63	59	67	64	75
	1982**	64	53	57	54	60	54	57	52	55
	1981	45	60	68	59	68	61	71	57	63
	1980	72	58	65	61	72	64	76	51	54
Jackson Road	1983	69	76	91	69	83	77	92	75	90
	1982	62	68	82	67	83	67	80	67	79
	1981	86	67	80	64	77	68	81	66	77
	1980	92	70	84	66	80	69	83	70	85

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

Table 2 (continued)
California Achievement Test Results By School
1980-1983, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Kemp Mill	1983	66	66	79	61	72	67	82	67	81
	1982**	65	75	90	68	83	75	90	76	91
	1981	40	71	86	66	81	72	88	70	84
	1980	49	68	81	65	79	70	84	67	79
Kensington-Parkwood	1983	40	69	84	69	84	67	82	68	80
	1982**	49	63	74	62	74	63	74	62	71
(Parkwood)	1981	43	63	74	64	77	68	82	57	65
(Parkwood)	1980**	46	61	70	59	67	63	75	60	69
Lakewood	1983	36	76	91	69	84	78	93	76	90
	1982	41	73	88	69	83	75	90	71	85
	1981	49	69	83	69	84	72	87	65	77
	1980	57	70	84	67	81	73	87	66	78
Laytonsville	1983	67	71	86	67	81	72	87	71	85
	1982	73	71	85	66	80	72	87	70	83
	1981	88	74	89	66	80	74	89	76	91
	1980	104	70	84	66	79	67	79	72	86
Luxmanor	1983	50	76	90	71	85	75	89	76	91
	1982**	46	79	94	72	87	78	92	79	94
	1981	41	82	95	76	90	85	96	81	94
	1980	42	79	93	73	89	82	95	75	88
Maryvale	1983	42	45	41	43	37	49	46	47	45
	1982	45	53	55	49	49	56	59	55	59
	1981	56	45	41	45	41	48	46	45	42
	1980	57	45	40	48	46	45	40	44	41
Meadow Hall	1983	42	63	72	62	72	65	77	60	68
	1982**	47	64	74	61	70	62	72	67	78
	1981	42	61	70	60	70	64	77	58	64
	1980	65	58	65	59	67	60	68	56	62
Mill Creek Tn	1983	84	67	81	64	77	67	80	67	79
	1982	105	59	66	57	65	60	68	58	65
	1981	72	66	77	60	69	63	74	69	81
	1980	92	64	76	59	68	66	78	65	77

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

Table 2 (continued)
California Achievement Test Results By School
1980-1983, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Monocacy	1983	25	53	55	55	59	55	59	50	51
	1982	32	55	59	57	64	58	63	53	56
	1981	33	53	56	54	58	54	56	53	57
	1980	25	68	81	66	79	67	82	67	79
N. Chevy Chase	1983	42	64	76	62	75	66	79	61	71
	1982***	-	-	-	-	-	-	-	-	-
	1981	40	71	85	70	85	71	87	67	79
	1980**	69	69	84	68	84	69	85	64	75
Oak View	1983	59	61	71	60	70	60	68	61	71
	1982**	35	56	61	56	62	59	68	55	61
	1981	83	54	58	54	59	57	62	53	56
	1980	84	57	63	57	64	57	63	57	64
Oakland Terr	1983	72	63	74	64	76	66	78	60	69
	1982**	80	62	72	61	71	64	77	60	68
	1981	61	63	74	64	76	61	71	63	73
	1980	65	65	77	66	80	64	76	62	72
Olney	1983	50	72	86	65	79	78	92	71	85
	1982	51	62	72	60	70	71	86	59	66
	1981	63	70	84	66	80	78	92	66	78
	1980	59	64	74	62	73	67	79	61	71
Page	1983	42	65	78	65	78	66	77	63	75
	1982	53	76	92	69	84	76	91	75	90
	1981	40	64	76	60	69	65	77	65	75
	1980	49	64	75	62	72	65	76	64	75
Pine Crest	1983	71	66	80	60	71	65	77	69	83
	1982	48	59	67	58	67	60	68	57	64
	1981	58	57	63	58	67	59	68	54	58
	1980	67	58	64	59	67	61	71	53	58
Piney Branch	1983	119	66	79	63	75	66	79	67	80
	1982**	132	63	74	60	70	61	71	65	75
	1981	122	55	60	57	65	56	61	53	57
	1980	127	57	64	60	70	59	67	52	55

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

***North Chevy Chase was closed in 1982.

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Table 2 (continued)
California Achievement Test Results By School
1980-1983, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Poolesville ES	1983	81	62	71	60	70	62	72	61	70
	1982	72	61	70	62	73	61	70	59	68
	1981	82	61	70	60	70	63	74	60	67
	1980	103	58	64	58	67	59	66	55	60
Potomac	1983	52	69	82	66	79	68	82	67	79
	1982	70	78	93	73	88	79	93	75	90
	1981	82	75	90	72	87	75	89	74	88
	1980	102	79	93	72	87	78	92	78	93
Ritchie Park	1983	62	81	95	74	89	84	96	77	92
	1982	79	75	90	71	86	78	92	71	86
	1981	66	77	91	75	90	78	92	72	86
	1980	61	77	91	72	87	77	92	72	86
Rock Ck Forest	1983	46	69	82	66	81	72	85	67	79
	1982	35	68	81	66	79	73	88	65	75
	1981	46	67	80	67	82	68	81	64	75
	1980	31	64	75	62	74	67	81	63	73
Rock Ck Valley	1983	45	78	93	67	82	81	94	79	93
	1982	47	75	89	64	76	80	94	76	91
	1981	59	75	90	67	81	78	93	74	89
	1980	74	69	83	66	81	73	88	67	[illegible]
Rock View	1983	59	68	81	66	80	67	80	66	77
	1982**	65	61	69	63	75	62	71	59	66
(R C Palisades)	1981	47	66	78	63	76	65	77	66	77
(R C Palisades)	1980	49	66	78	64	76	68	82	64	75
Rolling Terrace	1983	43	52	55	47	45	51	52	59	68
	1982	37	49	48	42	36	53	56	52	53
	1981***	-	-	-	-	-	-	-	-	-
	1980***	-	-	-	-	-	-	-	-	-
Rosemont	1983	32	71	85	64	77	71	86	72	86
	1982	27	64	75	62	74	64	75	64	74
	1981	40	58	65	57	64	62	73	57	62
	1980	37	62	72	58	66	65	77	61	70

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

***Rolling Terrace did not have a fifth grade in 1980 and 1981.

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Table 2 (continued)
California Achievement Test Results By School
1980-1983, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Seven Locks	1983	23	71	86	67	81	73	87	71	86
	1982	36	77	91	74	89	73	87	76	90
	1981	45	77	92	74	90	75	90	76	91
	1980	44	74	89	72	87	75	90	71	84
Sherwood ES	1983	44	73	88	69	83	75	89	71	85
	1982	62	64	76	62	72	66	79	62	72
	1981	77	65	76	63	74	66	79	63	73
	1980	74	65	78	61	73	65	77	67	78
Somerset	1983	32	72	85	67	81	74	89	70	82
	1982**	41	75	90	71	86	73	87	74	88
	1981	49	79	93	75	90	75	90	78	91
	1980	51	72	86	69	83	72	86	73	86
South Lake	1983	65	60	69	59	67	62	71	61	69
	1982	72	64	76	63	75	67	80	62	72
	1981	63	65	78	66	79	67	80	60	69
	1980	77	62	72	63	74	63	74	59	66
Stedwick	1983	84	75	91	69	83	73	88	78	93
	1982	84	74	89	69	83	74	89	74	90
	1981	102	68	82	65	79	69	84	67	79
	1980	121	70	83	68	82	71	86	67	79
Stonegate	1983**	46	72	86	67	81	76	91	69	82
	1982	45	75	89	70	84	76	90	73	87
	1981	46	69	84	67	82	68	83	68	81
	1980	63	75	89	70	84	74	88	74	88
Strathmore	1983	36	61	70	58	67	66	80	58	65
	1982	30	64	76	60	70	68	82	59	68
	1981	46	56	61	56	62	56	61	54	58
	1980	55	55	59	52	54	56	60	56	62
Summit Hall	1983	34	63	74	60	69	61	71	68	81
	1982	46	65	77	60	70	67	79	67	78
	1981	56	65	77	62	73	64	74	65	77
	1980	72	63	74	63	75	64	74	61	70

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

Table 2 (continued)
California Achievement Test Results By School
1980-1983, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Travilah	1983	38	64	74	67	81	71	85	58	65
	1982	43	74	89	67	80	81	95	70	84
	1981	53	67	78	64	77	68	82	65	75
	1980	58	66	77	65	77	69	83	62	71
Twinbrook	1983	64	61	70	58	65	66	78	61	71
	1982**	82	61	69	57	64	61	71	62	71
	1981	59	56	60	53	56	58	66	56	62
	1980	71	63	72	60	69	62	73	64	75
Viers Mill	1983**	73	61	70	55	60	67	80	61	69
	1982	47	63	73	61	70	69	82	60	68
	1981	50	64	75	58	66	69	82	64	74
	1980	64	59	67	55	61	65	77	57	64
Washington Grove	1983	63	70	83	64	76	76	91	68	79
	1982	61	59	67	58	66	64	75	53	58
	1981	43	65	78	64	76	72	87	61	71
	1980	56	62	72	63	73	68	81	59	67
Watkins Mill	1983	61	70	84	66	79	70	84	71	85
	1982	56	68	80	65	78	71	84	65	75
	1981	66	63	74	61	70	67	80	62	73
	1980	65	61	70	60	69	61	71	61	69
Wayside	1983**	73	77	92	72	87	77	91	76	91
	1982	56	78	92	71	86	77	91	79	93
	1981	62	80	94	73	87	84	96	78	92
	1980	69	75	91	71	86	74	88	74	89
Weller Road	1983	80	65	76	60	69	65	77	67	80
	1982	69	61	72	57	64	64	75	63	73
	1981	57	56	60	57	63	56	61	55	60
	1980	93	58	66	58	65	59	67	58	65
Westbrook	1983	37	74	87	77	92	78	92	64	75
	1982**	33	76	89	76	91	75	89	71	84
	1981	40	70	83	71	86	73	87	64	74
	1980	47	73	86	74	89	74	88	67	79

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

Table 2 (continued)
California Achievement Test Results By School
1980-1983, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Westover	1983	54	68	83	64	79	70	85	69	83
	1982	55	75	90	68	84	74	90	74	88
	1981	47	74	88	69	84	73	87	74	88
	1980	74	68	81	65	79	69	83	66	77
Wheaton Woods	1983**	77	59	66	57	64	60	70	58	65
	1982	66	60	68	56	62	59	67	61	69
	1981	78	60	68	59	68	62	71	57	64
	1980	76	59	67	60	70	60	70	57	64
Whetstone	1983	74	69	83	66	79	71	85	67	81
	1982	76	70	83	68	84	71	84	67	79
	1981	84	68	81	66	81	69	83	65	76
	1980	101	67	79	65	78	67	80	66	77
Wood Acres	1983	69	81	94	78	93	82	95	76	90
	1982**	72	81	94	76	91	76	90	80	95
	1981	55	76	90	72	88	76	90	75	88
	1980	55	77	91	76	91	80	94	71	84
Woodfield	1983	59	79	93	69	83	81	94	81	95
	1982	63	81	95	72	87	85	96	82	95
	1981	81	76	91	69	84	77	92	76	90
	1980	76	72	87	66	80	79	93	71	85
Woodlin	1983	47	67	82	62	75	74	90	65	77
	1982**	32	66	79	63	76	71	86	63	73
	1981***	-	-	-	-	-	-	-	-	-
	1980***	-	-	-	-	-	-	-	-	-
Wyngate	1983	97	77	92	72	88	80	94	73	87
	1982**	62	76	91	73	89	77	92	72	87
	1981	73	77	90	75	90	77	91	72	85
	1980	80	78	92	77	92	78	93	74	88

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

***Woodlin did not have a fifth grade in 1980 and 1981.

Table 3

California Achievement Test Results By School
1980-1983, Grade 8

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Baker	1983	314	65	77	63	74	63	73	66	79
	1982	287	65	76	63	73	62	72	66	79
	1981	261	64	75	62	72	63	73	65	77
	1980	267	62	71	59	67	62	72	63	74
Banneker	1983**	356	68	81	66	78	65	77	70	85
	1982	285	66	78	65	77	63	74	66	79
	1981	265	65	76	64	75	63	75	65	77
	1980	243	66	78	65	77	64	75	66	78
Cabin John	1983	241	77	91	73	87	75	90	78	92
	1982	242	73	88	69	82	74	88	74	88
	1981	272	76	90	71	86	75	90	76	90
	1980	291	72	87	71	85	73	87	71	85
Eastern	1983**	285	58	64	58	64	56	62	58	66
	1982	179	63	72	64	76	63	74	60	68
	1981	141	60	68	60	68	62	73	58	65
	1980	145	63	74	63	73	65	77	62	71
Farquhar	1983	321	66	78	65	76	63	73	67	80
	1982	343	67	79	65	77	66	79	66	79
	1981	307	65	77	65	76	64	75	66	78
	1980	311	61	70	60	69	60	69	63	73
Frost	1983	376	75	90	72	86	74	88	75	89
	1982	420	74	89	72	86	73	88	73	88
	1981	362	73	88	71	85	71	85	73	88
	1980	406	72	86	70	84	70	85	71	86
Gaithersburg Jr	1983	341	60	69	60	68	60	70	61	70
	1982	343	59	67	58	66	60	69	59	68
	1981	331	61	69	60	69	59	68	61	71
	1980	294	57	64	57	64	57	63	57	64
Hoover	1983	239	76	90	73	88	71	86	76	90
	1982	283	73	88	71	86	73	88	73	87
	1981	269	75	89	73	87	74	88	74	88
	1980	269	74	89	73	88	73	88	73	87

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 3 (continued)
California Achievement Test Results By School
1980-1983, Grade 8

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
King	1983	265	65	77	63	74	62	73	66	78
	1982	215	61	69	61	71	60	69	60	69
	1981	196	60	68	59	67	59	67	60	68
	1980***	-	-	-	-	-	-	-	-	-
Lee	1983	351	63	73	61	70	62	73	64	75
	1982	398	64	75	63	74	63	73	65	76
	1981**	383	62	72	63	73	60	69	64	74
	1980	167	67	80	66	78	66	79	67	80
Montgomery Village	1983	296	68	81	68	82	66	79	66	79
	1982	285	70	84	70	83	70	84	68	81
	1981	277	68	81	68	81	66	79	66	79
	1980	312	66	78	66	78	65	77	65	77
Parkland	1983**	421	61	69	58	65	61	70	61	71
	1982	207	64	75	62	72	62	73	65	76
	1981	231	65	76	63	74	66	79	64	76
	1980	233	62	72	61	71	64	76	62	71
Poolesville HS	1983	117	59	67	58	65	55	61	61	71
	1982	113	60	68	57	64	56	62	64	75
	1981	133	60	67	59	67	58	65	61	70
	1980	126	56	62	54	57	54	59	59	66
Pyle	1983	444	81	95	79	94	79	93	78	93
	1982	475	75	90	75	90	73	88	73	88
	1981**	414	77	92	76	91	76	90	76	90
	1980	316	79	93	77	92	76	91	78	92
Redland	1983***									
	1982	290	68	81	67	79	67	80	68	82
	1981	274	68	81	66	79	67	80	68	81
	1980	277	63	73	64	74	63	74	62	72
Ridgeview	1983	322	68	81	67	80	66	79	67	80
	1982	328	70	84	66	79	68	81	70	85
	1981	261	66	78	64	76	66	79	66	78
	1980	408	62	71	61	70	61	71	62	71

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

***King was not yet opened.
The answer sheets for Redland in 1983 were lost.

Table 3 (continued)
California Achievement Test Results By School
1980-1983, Grade 8

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Sligo	1983**	395	59	67	59	66	58	65	60	69
	1982**	408	59	67	60	68	59	67	59	67
	1981	235	58	66	59	67	59	68	58	65
	1980	237	60	68	61	70	61	71	59	67
Takoma Park Jr	1983	153	59	68	57	63	60	69	59	68
	1982	148	55	59	54	58	52	55	57	64
	1981	172	52	55	52	54	53	56	53	56
	1980	157	53	55	53	56	53	56	53	57
Tilden	1983	417	75	90	71	85	73	88	76	90
	1982	449	73	88	70	83	71	86	74	89
	1981**	371	74	89	71	86	73	88	74	88
	1980**	199	73	87	70	84	72	86	74	88
Julius West	1983	268	64	74	62	72	62	73	65	76
	1982	262	62	71	62	71	60	69	62	72
	1981**	274	61	70	60	68	59	67	63	73
	1980	204	65	77	64	76	64	75	65	76
Westland	1983	347	71	86	70	85	71	86	70	84
	1982	366	70	85	69	84	70	86	69	82
	1981**	409	71	86	71	86	71	86	69	83
(Western)	1980	162	75	90	75	89	79	93	69	82
White Oak	1983**	473	67	79	64	75	63	74	69	83
	1982	297	66	79	66	78	64	75	67	81
	1981	307	69	84	69	84	69	83	68	82
	1980	291	69	82	67	80	68	81	68	81
Wood	1983	376	67	80	67	80	65	77	66	79
	1982	421	68	82	67	79	67	80	69	82
	1981**	421	68	82	67	80	66	79	68	82
	1980	328	73	88	70	84	73	88	72	87

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 4

California Achievement Test Results By School
1980-1983, Grade 11

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
BCC	1983	427	67	81	66	78	67	80	66	78
	1982	396	68	83	68	81	68	82	65	77
	1981	364	69	83	68	80	70	84	66	78
	1980	389	67	80	66	78	68	81	65	76
Blair	1983	361	51	53	51	54	52	53	52	54
	1982	403	52	55	52	54	53	55	53	55
	1981	375	50	50	50	51	50	51	51	52
	1980	462	49	49	48	47	49	49	51	53
Churchill	1983	515	75	91	73	87	75	89	72	86
	1982	490	73	88	70	83	72	86	71	84
	1981	456	73	88	70	83	73	87	71	84
	1980	500	71	86	68	81	70	84	70	83
Damascus HS	1983	237	62	72	60	68	62	73	62	72
	1982	247	58	65	57	63	57	64	58	65
	1981	248	59	66	57	63	57	64	60	68
	1980	232	59	68	58	66	59	67	59	67
Einstein	1983	199	60	68	62	72	57	64	58	66
	1982	228	58	65	61	70	55	60	58	65
	1981	219	58	65	57	64	56	61	59	67
	1980	243	58	65	59	67	56	62	58	65
Gaithersburg HS	1983	340	59	68	59	67	58	65	59	66
	1982	369	57	63	55	60	59	67	56	62
	1981	403	58	64	57	62	59	66	57	64
	1980	381	59	66	57	63	57	64	59	67
W Johnson	1983	230	69	85	69	82	68	81	68	81
	1982	233	69	83	69	81	67	79	68	80
	1981	290	70	84	69	81	68	81	69	82
	1980	306	68	81	67	80	66	78	66	78
Kennedy	1983	346	62	73	61	71	61	70	63	73
	1982	327	61	69	61	69	59	67	60	69
	1981	319	62	72	62	71	60	69	62	72
	1980	380	61	71	60	69	60	69	61	71

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

Table 4 (continued)
California Achievement Test Results By School
1980-1983, Grade 11

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Magruder	1983	276	64	76	63	74	64	76	64	75
	1982	270	62	73	60	68	61	71	64	74
	1981	280	65	77	63	73	63	7[illegible]	65	77
	1980	330	62	72	61	71	59	67	63	73
R Montgomery	1983	296	56	62	55	60	53	57	61	70
	1982	300	59	67	59	66	57	64	60	69
	1981	285	59	66	60	68	57	63	59	67
	1980	329	59	67	59	67	58	65	59	66
Northwood	1983	235	62	73	62	71	63	74	61	70
	1982	294	61	71	60	69	61	71	61	70
	1981	317	61	69	60	68	61	70	60	68
	1980	308	59	67	58	65	60	68	58	66
Paint Branch	1983	334	65	77	65	77	64	75	64	75
	1982	296	62	73	63	73	61	70	62	71
	1981	308	64	75	63	73	63	74	64	74
	1980	316	62	72	60	69	60	69	62	72
Peary	1983	221	62	72	61	70	64	74	61	69
	1982	299	61	70	58	66	62	73	60	69
	1981	341	61	70	59	68	63	74	60	69
	1980	435	63	73	61	69	65	76	61	71
Poolesville HS	1983	102	54	58	56	61	52	55	56	[illegible]
	1982	94	58	65	58	66	55	59	58	[illegible]
	1981	92	52	54	54	57	49	49	55	59
	1980	100	51	52	55	59	50	50	52	54
Rockville	1983	402	69	83	67	79	67	80	69	82
	1982	340	68	82	65	77	66	78	68	80
	1981	385	66	79	65	76	64	76	66	78
	1980	379	65	77	63	73	63	74	65	76
Seneca Valley	1983	596	67	80	67	79	65	77	66	78
	1982	482	62	72	61	70	60	69	62	72
	1981	440	63	73	62	71	63	74	61	71
	1980	506	63	73	62	72	62	72	60	69

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

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Table 4 (continued)
California Achievement Test Results By School
1980-1983, Grade 11

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Sherwood	1983	260	62	72	61	69	63	73	62	72
	1982	271	62	72	59	66	63	74	61	71
	1981	323	58	64	58	66	58	64	57	63
	1980	348	57	62	57	64	55	60	56	62
Springbrook	1983	422	65	78	65	77	64	75	64	76
	1982	467	68	82	67	79	67	80	66	78
	1981	463	65	77	65	76	64	76	63	74
	1980	477	66	80	65	76	64	75	65	76
Wheaton	1983	256	56	60	55	56	56	61	56	63
	1982	255	53	55	53	56	52	53	54	57
	1981	275	54	58	53	56	54	59	54	57
	1980	335	54	57	53	56	54	57	54	57
Whitman	1983	476	78	93	78	91	76	90	76	90
	1982	471	74	90	74	87	72	86	73	86
	1981	498	72	87	71	84	70	83	71	84
	1980	540	74	89	75	88	73	87	71	84
Woodward	1983	243	73	88	69	82	71	85	73	86
	1982	220	71	86	68	80	68	82	72	85
	1981	265	71	86	68	80	70	84	71	84
	1980	262	69	84	67	80	69	82	68	81
Wootton	1983	371	71	86	71	84	66	79	71	84
	1982	385	70	84	69	82	65	77	70	83
	1981	402	71	85	70	83	66	78	70	83
	1980	393	71	86	70	83	65	77	70	84

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

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Current Subtest Scores

This section expands the results for the 1983-84 year that were presented as part of the historical results in the previous section. Shown in this section are the mean (average) scores on all of the subtests of the CAT for the current year. Three scores are reported: the Normal Curve Equivalent (NCE) mean, the Scale Score (SS) mean, and the Percentile Rank (PR) of the Scale Score mean. The schools are listed in alphabetical order by grade. The first page for each grade is listed below.

Grade 3 — page 62

Grade 5 — page 68

Grade 8 — page 74

Grade 11 — page 76

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Table 5

CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1983 THIRD GRADE RESULTS

SCHOOL	SCHOOL #	# FOR BATTERY	TOTAL BATTERY NCE MEAN	TOTAL BATTERY SS MEAN	TOTAL BATTERY PER RANK	PHONIC ANALYSIS NCE MEAN	PHONIC ANALYSIS SS MEAN	PHONIC ANALYSIS PER RANK	STRUCTURAL ANALYSIS NCE MEAN	STRUCTURAL ANALYSIS SS MEAN	STRUCTURAL ANALYSIS PER RANK	READING VOCABULARY NCE MEAN	READING VOCABULARY SS MEAN	READING VOCABULARY PER RANK	READING COMPREHENSION NCE MEAN	READING COMPREHENSION SS MEAN	READING COMPREHENSION PER RANK	TOTAL READING NCE MEAN	TOTAL READING SS MEAN	TOTAL READING PER RANK
ASHBURTON	425	38	70	413	84	53	391	56	64	419	76	65	427	77	66	445	78	62	410	72
BANNOCKBURN	420	32	81	437	95	61	414	71	70	436	84	70	438	83	69	453	82	70	432	84
BARNSLEY	505	60	70	412	83	62	417	73	65	422	76	65	427	77	65	441	76	66	423	79
BEALL	207	85	70	414	85	58	405	66	68	431	82	57	406	63	57	421	64	61	408	71
BELLS MILL	607	35	72	419	87	63	419	74	69	434	83	65	427	77	67	446	78	70	433	84
BELMONT	513	50	64	401	75	62	417	73	63	416	74	67	432	80	65	441	76	68	426	81
BEL PRE	780	53	72	417	86	58	406	66	68	431	82	62	418	71	63	436	73	64	416	75
BETHESDA	401	50	68	409	81	58	404	65	66	425	79	62	420	73	63	436	73	64	415	75
BEVERLY FARMS	226	83	75	423	89	59	410	69	66	425	79	66	428	78	68	450	80	68	426	81
BRADLEY HILLS	410	52	75	427	91	59	409	68	65	421	77	67	432	80	69	452	81	68	426	81
BROAD ACRES	304	35	53	381	56	49	381	50	62	413	73	49	386	48	51	405	53	51	382	53
BROOKHAVEN	807	42	71	415	85	60	410	69	65	421	77	63	421	73	60	428	68	64	414	74
BROWN STATION	559	94	62	397	72	57	404	65	61	409	70	65	425	76	60	429	69	63	413	74
BURNING TREE	419	53	80	435	94	63	419	74	71	438	85	68	434	81	67	447	79	70	431	83
BURTONSVILLE	302	61	81	439	95	66	428	78	74	445	88	69	435	81	66	444	77	72	438	86
CANDLEWOOD	508	57	69	413	84	63	420	74	67	428	81	64	423	75	63	437	73	67	425	80
CANNON ROAD	310	31	77	430	92	63	419	74	73	444	87	64	424	75	64	440	75	69	429	82
CARDEROCK SP.	604	38	73	420	88	66	427	78	69	431	82	71	441	84	69	451	81	72	438	86
CASHELL	511	69	75	424	90	66	427	78	71	437	85	67	431	79	64	439	75	70	432	84
CEDAR GROVE	703	40	67	408	81	54	393	58	59	406	69	65	425	76	65	441	76	62	409	71
CHEVY CHASE	403	58	70	413	84	54	395	59	61	410	71	68	434	81	69	452	81	65	418	77
CLARKSBURG	101	38	65	403	77	57	401	63	64	417	75	60	413	68	62	435	72	62	410	72
COLD SPRING	238	49	79	431	93	63	420	74	74	445	88	71	442	85	69	453	82	72	438	86
COLLEGE GARDEN	229	51	66	405	79	57	404	65	64	418	76	62	418	71	63	437	73	63	413	74
CRESTHAVEN	808	51	69	411	83	59	410	69	67	425	79	61	417	71	61	430	69	63	414	74
DAMASCUS ES	702	67	70	415	85	61	413	70	66	423	78	64	424	75	66	444	77	67	425	80
DARNESTOWN	351	58	74	421	88	62	416	72	70	436	84	67	431	79	65	440	75	69	429	82
DIAMOND	570	85	69	411	83	57	402	64	62	412	72	63	423	75	66	443	77	63	414	74
DUFIEF	241	49	74	422	89	60	410	69	70	436	84	67	432	80	65	441	76	68	426	81
E. SILVER SPRING	756	48	57	389	65	50	384	52	60	408	70	52	395	55	57	420	63	55	393	60
FAIRLAND	303	62	65	404	78	58	406	66	68	431	82	61	417	71	60	427	67	63	412	73
FALLSMEAD	233	59	77	429	92	67	430	79	68	429	81	66	429	78	71	456	83	72	436	85
FARMLAND	219	53	82	440	95	61	413	70	70	434	83	69	435	81	70	453	82	70	432	84
FIELDS ROAD	566	53	61	394	69	55	398	61	60	407	69	55	406	63	59	426	67	59	402	67
FLOWER VALLEY	506	42	74	423	89	63	419	74	66	425	79	65	427	77	69	451	81	69	430	83
FOREST KNOLLS	803	33	76	429	92	58	406	66	68	430	82	62	420	73	62	432	70	64	416	75
FOX CHAPEL	106	90	65	404	78	55	396	60	62	414	73	62	420	73	60	426	67	62	411	72
GAITHERSBURG ES	553	105	62	398	73	58	406	66	64	420	77	57	406	63	58	423	65	61	407	70
GALWAY	313	34	68	409	81	63	418	73	64	417	75	64	423	75	70	454	82	68	426	81
GARRETT PARK	204	60	76	426	91	57	403	64	64	418	76	67	431	79	63	437	73	64	415	75
GEORGIAN FOREST	786	38	70	413	84	57	403	64	64	418	76	61	417	71	63	436	73	63	414	74
GERMANTOWN	102	75	66	405	79	57	403	64	63	414	73	59	411	67	59	426	67	61	408	71
GLEN HAVEN	767	60	56	386	62	49	380	49	55	393	60	51	391	52	54	412	58	52	384	54
GLENALLAN	817	40	62	400	75	55	398	61	64	418	76	58	409	65	59	425	66	61	408	71
GREENWOOD	512	70	79	434	94	62	416	72	67	428	81	64	424	75	65	441	76	67	425	80
HARMONY HILLS	797	52	58	390	66	52	388	54	61	409	70	51	392	53	58	423	65	55	391	59
HIGHLAND	774	73	67	408	81	61	413	70	71	437	85	60	415	69	59	425	66	63	414	74

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Table 5 (continued)
CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1983 THIRD GRADE RESULTS

SCHOOL	SPELLING NCE MEAN	SPELLING SS MEAN	SPELLING PER RANK	LANGUAGE MECHANICS NCE MEAN	LANGUAGE MECHANICS SS MEAN	LANGUAGE MECHANICS PER RANK	LANGUAGE EXPRESSION NCE MEAN	LANGUAGE EXPRESSION SS MEAN	LANGUAGE EXPRESSION PER RANK	TOTAL LANGUAGE NCE MEAN	TOTAL LANGUAGE SS MEAN	TOTAL LANGUAGE PER RANK	MATH COMPUTATION NCE MEAN	MATH COMPUTATION SS MEAN	MATH COMPUTATION PER RANK	MATH CONC & APP NCE MEAN	MATH CONC & APP SS MEAN	MATH CONC & APP PER RANK	TOTAL MATH NCE MEAN	TOTAL MATH SS MEAN	TOTAL MATH PER RANK
ASHBURTON	59	453	67	65	482	76	63	467	73	65	465	78	79	392	93	70	432	84	76	412	91
BANNOCKBURN	68	482	80	80	520	93	70	489	83	78	507	92	85	406	97	76	444	89	83	425	96
BARNSLEY	61	461	71	75	508	89	69	486	82	75	494	89	64	364	76	68	427	81	68	397	81
BEALL	64	471	75	78	514	91	62	467	73	73	487	87	77	387	91	65	422	78	72	405	86
BELLS MILL	63	466	73	79	517	92	69	485	82	77	502	91	68	371	82	68	429	82	70	401	84
BELMONT	63	467	74	73	503	87	62	465	72	70	479	85	53	342	57	63	418	75	59	382	67
BEL PRE	67	481	80	80	519	92	66	477	78	76	497	90	73	379	87	67	425	80	72	403	85
BETHESDA	58	449	65	70	495	83	65	473	77	70	480	85	66	367	79	65	420	76	67	395	79
BEVERLY FARMS	63	466	73	70	494	83	68	481	80	70	480	85	77	389	92	73	437	87	77	414	92
BRADLEY HILLS	65	475	77	75	506	88	71	490	84	75	496	90	79	395	94	71	435	86	78	416	92
BROAD ACRES	53	435	57	69	492	82	52	438	55	61	452	71	56	347	61	49	387	47	52	370	55
BROOKHAVEN	64	469	75	73	502	87	63	467	73	70	480	85	75	385	90	67	425	80	73	406	87
BROWN STATION	59	454	67	61	472	70	61	464	72	63	458	74	55	347	61	59	409	67	59	381	66
BURNING TREE	72	496	85	83	527	94	71	491	84	80	512	93	85	406	97	72	436	86	81	420	94
BURTONSVILLE	68	483	80	82	526	94	67	480	80	77	503	92	82	400	96	80	457	93	83	427	90
CAN[illegible]	62	462	71	65	481	76	66	476	78	67	470	81	70	374	84	66	424	79	69	400	83
CAMP[illegible]WOOD	67	480	79	79	517	92	67	480	80	76	499	91	81	396	95	72	437	87	79	417	93
CARDERON SP.	64	468	74	75	506	88	72	493	85	76	497	90	73	380	87	66	423	78	71	402	84
CASHELL	67	480	79	83	527	94	67	480	80	78	505	92	74	381	88	69	430	83	73	406	87
CEDAR GROVE	64	469	75	71	496	84	61	462	71	68	472	82	68	371	82	64	420	76	68	397	81
CHEVY CHASE	59	455	68	65	483	77	66	476	78	67	471	81	75	383	89	65	420	76	72	402	84
CLARKSBURG	63	467	74	68	490	81	64	472	76	68	474	82	62	358	71	64	420	76	64	390	75
COLD SPRING	64	470	75	78	516	92	71	491	84	77	503	92	81	398	95	73	438	87	80	418	93
COLLEGE GARDEN	62	463	72	75	506	88	62	466	73	70	481	85	65	364	76	64	419	75	65	392	77
CRESTHAVEN	60	457	69	74	504	87	63	467	73	70	481	85	68	372	82	67	426	80	70	400	83
DAMASCUS ES	60	458	69	75	507	89	66	476	78	72	489	88	70	374	84	63	417	74	68	397	81
DARNESTOWN	64	469	75	71	496	84	65	473	77	70	479	85	80	393	94	68	426	80	76	410	89
DIAMOND	60	458	69	73	501	86	68	481	80	72	488	88	70	376	85	65	422	78	69	399	82
DUFIEF	65	475	77	71	497	84	68	481	80	71	483	86	74	383	89	69	430	83	75	409	89
E. SILVER SPRING	56	444	62	64	479	75	54	442	58	59	448	66	58	352	66	55	401	60	57	379	64
FAIRLAND	58	452	66	68	490	81	64	470	75	67	471	81	60	358	71	63	417	74	63	390	75
FALLSMEAD	62	463	72	70	495	83	68	482	81	72	485	87	81	396	95	73	438	87	79	417	93
FARMLAND	65	475	77	84	530	95	71	491	84	81	515	94	67	412	98	75	444	89	84	428	97
FIELDS ROAD	59	452	66	67	486	79	56	446	61	63	459	75	57	349	63	60	411	69	59	382	67
FLOWER VALLEY	65	473	76	75	508	89	66	478	79	73	489	88	72	380	87	73	440	88	74	410	89
FOREST KNOLLS	64	471	75	87	537	96	63	469	75	76	502	91	80	399	96	77	450	92	81	424	95
FOX CHAPEL	59	452	66	69	491	81	62	464	72	68	474	82	65	364	76	58	406	64	62	387	72
GAITHERSBURG ES	59	454	67	70	494	83	58	453	65	65	464	78	63	360	73	59	409	67	62	387	72
GALWAY	66	477	78	63	477	73	63	469	75	65	463	77	68	369	80	62	415	72	66	394	78
GARRETT PARK	61	459	70	73	503	87	68	481	80	73	488	88	86	408	97	73	438	87	82	423	95
GEORGIAN FOREST	62	464	72	75	506	88	62	465	72	70	480	85	73	377	86	68	427	81	72	403	85
GERMANTOWN	58	450	65	75	507	89	62	464	72	70	481	85	69	371	82	63	417	74	67	395	79
GLEN HAVEN	55	441	60	59	466	66	54	443	59	57	443	65	58	353	67	54	397	56	57	378	63
GLENALLAN	56	444	62	72	500	86	59	456	67	67	471	81	62	360	73	58	407	65	61	386	71
GREENWOOD	67	480	79	85	533	96	70	488	83	82	516	94	86	407	97	73	438	87	82	422	95
HARMONY HILLS	56	443	61	60	470	69	56	449	63	59	447	67	63	361	74	57	405	63	61	385	70
HIGHLAND	64	472	76	76	509	89	62	465	72	71	482	86	65	363	75	63	418	75	65	393	77

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Table 5 (continued)
CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1983 THIRD GRADE RESULTS

SCHOOL	SCHOOL #	# FOR BATTERY	TOTAL BATTERY NCE MEAN	TOTAL BATTERY SS MEAN	TOTAL BATTERY PER RANK	PHONIC ANALYSIS NCE MEAN	PHONIC ANALYSIS SS MEAN	PHONIC ANALYSIS PER RANK	STRUCTURAL ANALYSIS NCE MEAN	STRUCTURAL ANALYSIS SS MEAN	STRUCTURAL ANALYSIS PER RANK	READING VOCABULARY NCE MEAN	READING VOCABULARY SS MEAN	READING VOCABULARY PER RANK	READING COMPREHENSION NCE MEAN	READING COMPREHENSION SS MEAN	READING COMPREHENSION PER RANK	TOTAL READING NCE MEAN	TOTAL READING SS MEAN	TOTAL READING PER RANK
HIGHLAND VIEW	784	36	70	414	85	54	393	58	65	421	77	60	413	68	60	427	67	61	408	71
JACKSON ROAD	305	59	74	422	89	59	410	69	66	423	78	65	427	77	64	439	75	66	421	78
KEMP MILL	805	49	90	461	99	78	464	92	78	459	92	78	458	91	71	457	84	82	465	94
KENSINGTON PKWD.	783	43	66	407	80	54	393	58	64	418	76	62	420	73	61	431	70	61	408	71
LAKEWOOD	209	29	76	430	92	64	423	76	64	421	77	65	426	76	63	435	72	68	428	82
LAYTONSVILLE	51	62	65	402	76	57	403	64	62	412	72	61	417	71	61	431	70	62	410	72
LUXMANOR	220	37	76	429	92	63	420	74	68	428	81	74	449	88	74	464	87	73	442	87
MARYVALE	210	35	44	363	38	40	356	33	46	369	43	39	361	30	45	389	42	42	358	36
MEADOW HALL	212	40	59	391	67	54	394	58	61	411	72	59	411	67	61	431	70	60	405	69
MILL CREEK TOWNE	556	93	62	397	72	54	393	58	63	416	74	58	408	65	59	425	66	59	404	68
MONOCACY	652	34	58	389	65	55	397	60	57	400	65	58	408	65	58	422	64	58	401	66
NEW HAMPSHIRE E.	791	42	57	388	64	47	375	45	56	398	64	47	383	46	57	419	62	52	385	55
N. CHEVY CHASE	415	59	60	395	70	54	394	58	52	384	54	62	418	71	61	431	70	58	401	66
OAK VIEW	766	47	66	408	81	53	392	57	62	412	72	63	422	74	61	429	69	61	407	70
OAKLAND TERRACE	769	91	66	405	79	57	403	64	63	416	74	64	425	76	65	441	76	64	415	75
OLNEY	502	55	70	413	84	58	405	66	69	433	83	63	421	73	62	433	71	65	418	77
PAGE	312	57	79	432	93	62	416	72	71	437	85	68	435	81	71	458	84	70	433	84
PINE CREST	761	62	70	414	85	60	410	69	69	433	83	61	417	71	63	435	72	65	417	76
POOLESVILLE ES	153	76	64	400	75	56	401	63	65	420	77	64	424	75	62	434	72	63	413	74
POTOMAC	601	40	81	436	94	66	427	78	73	444	87	68	435	81	70	454	82	72	437	86
RITCHIE PARK	227	77	76	427	91	59	407	67	69	432	83	66	429	78	67	446	78	67	425	80
ROCK CREEK FOR.	773	37	66	405	79	58	406	66	57	398	64	62	419	72	59	425	66	60	406	69
ROCK CREEK VAL.	819	32	80	435	94	62	417	73	72	439	85	69	438	83	67	448	79	71	436	85
ROCK VIEW	795	57	68	413	84	57	403	64	63	417	75	60	414	69	62	433	71	63	413	74
ROLLING TERRACE	771	35	62	397	72	53	393	58	62	413	73	57	407	64	56	418	62	58	400	65
ROSEMONT	555	32	62	397	72	54	393	58	60	408	70	55	402	60	60	427	67	55	401	66
SEVEN LOCKS	603	21	80	437	95	59	409	68	72	441	86	72	444	86	65	442	76	69	429	82
SHERWOOD ES	501	44	68	411	83	59	408	67	65	422	78	62	419	72	65	442	76	64	417	76
SOMERSET	405	34	80	436	94	64	423	76	71	439	85	70	438	83	72	458	84	72	439	86
SOUTH LAKE	564	59	62	397	72	53	391	56	55	392	59	60	414	69	60	429	69	57	398	64
STEDWICK	568	62	71	417	86	58	406	66	64	419	76	60	414	69	62	433	71	63	413	74
STONEGATE	316	43	72	418	87	61	415	72	65	420	77	66	428	78	66	445	78	67	424	80
STRATHMORE	822	40	60	395	70	55	397	60	63	416	74	58	409	65	57	419	62	58	400	65
SUMMIT HALL	563	39	72	417	86	58	405	66	68	430	82	61	416	70	63	436	73	64	417	76
TAKOMA PARK ES	754	110	53	380	55	51	387	54	54	391	59	52	393	53	54	412	58	53	386	55
TRAVILAH	216	50	64	400	75	56	401	63	66	425	79	67	431	79	62	434	72	65	417	76
TWINBROOK	206	79	51	377	52	49	380	49	53	389	57	50	389	50	52	406	53	51	381	52
VIERS MILL	772	71	51	375	50	49	381	50	49	377	49	50	390	51	51	403	51	49	376	48
WASHINGTON GROVE	552	60	65	403	77	55	398	61	65	420	77	60	414	69	59	426	67	62	409	71
WATKINS MILL	561	44	70	411	83	53	392	57	64	419	76	59	412	67	60	427	67	59	403	67
WAYSIDE	235	67	77	430	92	67	430	79	69	433	83	66	435	81	71	458	84	74	443	88
WELLER ROAD	777	55	65	403	77	58	405	66	65	421	77	59	412	67	60	429	69	62	410	72
WESTBROOK	408	36	72	419	87	61	414	71	68	428	81	66	434	81	69	453	82	70	431	83
WESTOVER	504	59	70	416	86	60	411	69	64	419	76	61	418	71	60	429	69	64	416	75
WHEATON WOODS	788	75	62	398	73	57	401	63	54	392	59	59	411	67	59	426	67	59	401	66
WHETSTONE	558	78	65	404	78	59	408	67	62	412	72	67	431	79	65	442	76	66	421	76
WOOD ACRES	417	67	83	442	96	66	429	79	70	434	83	74	448	87	72	461	85	74	446	88

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Table 5 (continued)
CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1983 THIRD GRADE RESULTS

SCHOOL	SPELLING NCE MEAN	SPELLING SS MEAN	SPELLING PER RANK	LANGUAGE MECHANICS NCE MEAN	LANGUAGE MECHANICS SS MEAN	LANGUAGE MECHANICS PER RANK	LANGUAGE EXPRESSION NCE MEAN	LANGUAGE EXPRESSION SS MEAN	LANGUAGE EXPRESSION PER RANK	TOTAL LANGUAGE NCE MEAN	TOTAL LANGUAGE SS MEAN	TOTAL LANGUAGE PER RANK	MATH COMPUTATION NCE MEAN	MATH COMPUTATION SS MEAN	MATH COMPUTATION PER RANK	MATH CONC & APP NCE MEAN	MATH CONC & APP SS MEAN	MATH CONC & APP PER RANK	TOTAL MATH NCE MEAN	TOTAL MATH SS MEAN	TOTAL MATH PER RANK
HIGHLAND VIEW	59	452	66	74	505	88	62	464	72	69	479	85	73	380	87	71	435	86	74	407	86
JACKSON ROAD	67	480	79	7-	506	88	66	475	77	72	488	88	76	385	90	72	438	87	77	411	90
KEMP MILL	87	550	96	85	533	96	81	518	93	87	535	97	89	414	98	81	460	94	87	436	98
KENSINGTON PKWD.	57	447	64	66	484	78	64	471	76	67	471	81	67	370	81	66	424	79	68	399	82
LAKEWOOD	66	477	78	77	513	91	66	476	78	74	495	90	79	395	94	70	432	84	76	415	92
LAYTONSVILLE	59	454	67	67	488	80	63	467	73	66	470	81	60	354	68	66	424	79	64	391	76
LUXMANOR	70	490	83	65	482	76	76	504	89	71	484	86	76	390	92	73	440	88	77	415	92
MARYVALE	42	396	35	50	443	49	47	422	44	48	417	47	46	330	45	48	384	45	47	362	45
MEADOW HALL	55	439	59	55	458	60	58	454	66	57	442	63	58	354	65	59	409	67	59	383	68
MILL CREEK TOWNE	53	435	57	67	487	79	58	453	65	63	466	75	58	364	78	58	406	64	62	388	73
MONOCACY	57	448	64	63	476	73	54	443	59	59	449	69	49	335	50	60	410	68	55	376	61
NEW HAMPSHIRE E.	54	436	58	55	457	60	57	450	64	56	440	62	62	358	71	59	410	68	61	385	70
N. CHEVY CHASE	56	442	61	54	454	57	57	450	64	55	436	60	65	366	78	60	410	68	64	390	75
OAK VIEW	49	422	50	58	465	65	59	456	67	59	449	69	76	386	91	66	425	80	72	407	88
OAKLAND TERRACE	59	453	67	69	491	81	65	474	77	68	475	83	61	358	71	67	426	80	66	393	77
OLNEY	66	476	78	74	504	87	64	469	75	71	483	86	71	376	85	66	424	79	70	401	84
PAGE	75	506	88	84	529	95	72	492	85	81	514	94	80	396	95	71	436	86	78	416	92
PINE CREST	64	471	75	78	515	91	64	472	76	73	490	88	72	378	86	65	421	77	69	400	83
POOLESVILLE ES	58	449	65	72	499	85	66	476	78	71	481	85	55	346	60	64	419	75	61	385	70
POTOMAC	70	492	84	78	514	91	69	485	82	76	498	90	85	408	97	73	439	87	83	423	95
RITCHIE PARK	66	479	79	83	528	95	69	485	82	80	509	93	79	393	94	70	432	84	76	413	91
ROCK CREEK FOR.	67	480	79	66	484	78	64	470	75	66	469	80	71	374	84	62	414	71	67	395	79
ROCK CREEK VAL.	67	483	80	81	522	93	71	491	84	79	506	92	81	397	95	76	445	90	81	421	94
ROCK VIEW	62	464	72	68	491	81	64	470	75	67	473	82	76	385	90	62	416	73	70	402	84
ROLLING TERRACE	53	432	55	70	496	84	57	451	64	65	465	78	64	364	76	59	410	68	63	388	73
ROSEMONT	59	453	67	75	506	88	64	471	76	71	483	86	66	366	78	55	399	58	61	385	70
SEVEN LOCKS	68	485	81	75	507	89	73	496	86	77	504	92	85	410	98	76	446	90	83	427	96
SHERWOOD ES	62	462	71	71	496	84	63	466	73	68	474	82	68	372	82	65	423	78	68	399	82
SOMERSET	68	484	81	79	518	92	71	490	84	78	506	92	81	396	95	78	452	92	81	423	95
SOUTH LAKE	53	435	57	62	473	71	62	464	72	63	459	75	64	363	75	62	416	73	64	391	76
STEDWICK	62	463	72	73	501	86	62	464	72	69	477	84	73	382	89	70	433	85	73	408	88
STONEGATE	64	469	75	80	520	93	71	492	85	78	506	92	69	372	82	69	430	83	70	402	84
STRATHMORE	57	446	63	68	491	81	54	443	59	62	458	74	61	358	71	57	404	62	60	384	69
SUMMIT HALL	65	475	77	73	501	86	67	478	79	72	484	86	74	382	89	69	430	83	73	406	87
TAKOMA PARK ES	50	424	51	53	451	55	51	435	53	52	427	53	54	344	59	55	400	59	55	375	60
TRAVILAH	64	469	75	66	484	78	64	469	75	66	469	80	57	351	65	62	415	72	61	385	70
TWINBROOK	50	423	50	60	468	68	54	443	59	58	443	65	49	334	49	51	392	52	51	367	51
VIERS MILL	49	419	48	57	461	63	50	430	50	53	431	56	49	337	52	52	394	53	51	369	53
WASHINGTON GROVE	60	456	68	78	514	91	63	466	73	73	490	88	59	352	66	65	422	78	63	389	74
WATKINS MILL	56	445	61	74	503	87	59	456	67	68	473	82	79	392	93	68	428	82	76	411	90
WAYSIDE	65	474	77	73	503	87	67	479	79	72	488	88	76	387	91	74	441	88	77	415	92
WELLER ROAD	66	476	78	69	492	82	58	454	66	65	464	78	62	360	73	63	417	74	65	392	77
WESTBROOK	58	449	65	77	512	90	72	493	85	78	503	92	64	365	77	73	440	88	70	403	85
WESTOVER	63	466	73	69	493	82	62	465	72	67	472	82	70	379	87	70	432	84	71	407	88
WHEATON WOODS	53	434	56	64	480	75	58	455	67	62	458	74	60	358	71	63	418	75	63	390	75
WHETSTONE	62	465	73	70	493	82	63	467	73	68	475	83	57	350	64	64	418	75	62	386	71
WOOD ACRES	73	500	86	79	517	92	74	498	87	79	507	92	85	405	97	77	448	91	84	426	96

Table 5 (continued)
CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1983 THIRD GRADE RESULTS

SCHOOL	SCHOOL #	# FOR BATTERY	TOTAL BATTERY NCE MEAN	TOTAL BATTERY SS MEAN	TOTAL BATTERY PER RANK	PHONIC ANALYSIS NCE MEAN	PHONIC ANALYSIS SS MEAN	PHONIC ANALYSIS PER RANK	STRUCTURAL ANALYSIS NCE MEAN	STRUCTURAL ANALYSIS SS MEAN	STRUCTURAL ANALYSIS PER RANK	READING VOCABULARY NCE MEAN	READING VOCABULARY SS MEAN	READING VOCABULARY PER RANK	READING COMPREHENSION NCE MEAN	READING COMPREHENSION SS MEAN	READING COMPREHENSION PER RANK	TOTAL READING NCE MEAN	TOTAL READING SS MEAN	TOTAL READING PER RANK
WOODFIELD	704	64	75	422	89	63	419	74	69	433	83	70	439	83	68	451	81	70	432	84
WOODLIN	764	34	65	406	79	56	399	62	65	421	77	59	413	68	62	433	71	62	412	73
WYNGATE	422	80	72	419	87	58	406	66	65	422	78	61	418	71	60	429	69	63	413	74

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Table 5 (continued)

CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1983 THIRD GRADE RESULTS

SCHOOL	SPELLING NCE MEAN	SPELLING SS MEAN	SPELLING PER RANK	LANGUAGE MECHANICS NCE MEAN	LANGUAGE MECHANICS SS MEAN	LANGUAGE MECHANICS PER RANK	LANGUAGE EXPRESSION NCE MEAN	LANGUAGE EXPRESSION SS MEAN	LANGUAGE EXPRESSION PER RANK	TOTAL LANGUAGE NCE MEAN	TOTAL LANGUAGE SS MEAN	TOTAL LANGUAGE PER RANK	MATH COMPUTATION NCE MEAN	MATH COMPUTATION SS MEAN	MATH COMPUTATION PER RANK	MATH CONC & APP NCE MEAN	MATH CONC & APP SS MEAN	MATH CONC & APP PER RANK	TOTAL MATH NCE MEAN	TOTAL MATH SS MEAN	TOTAL MATH PER RANK
WOODFIELD	67	481	80	77	511	90	69	483	81	76	496	90	72	378	86	70	432	84	73	405	86
WOODLIN	67	482	80	73	503	87	60	458	68	68	47%	82	61	360	73	63	418	75	64	391	76
WYNGATE	64	471	75	75	507	89	66	475	77	73	488	88	74	383	89	69	431	83	73	406	88

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Table 6
CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1983 FIFTH GRADE RESULTS

SCHOOL	SCHOOL #	# FOR BATTERY	TOTAL BATTERY NCE MEAN	TOTAL BATTERY SS MEAN	TOTAL BATTERY PER RANK	READING VOCABULARY NCE MEAN	READING VOCABULARY SS MEAN	READING VOCABULARY PER RANK	READING COMPREHENSION NCE MEAN	READING COMPREHENSION SS MEAN	READING COMPREHENSION PER RANK	TOTAL READING NCE MEAN	TOTAL READING SS MEAN	TOTAL READING PER RANK	SPELLING NCE MEAN	SPELLING SS MEAN	SPELLING PER RANK	LANGUAGE MECHANICS NCE MEAN	LANGUAGE MECHANICS SS MEAN	LANGUAGE MECHANICS PER RANK
ASHBURTON	425	59	73	511	89	65	500	77	67	525	79	65	510	81	67	561	80	72	571	86
BANNOCKBURN	420	41	77	521	92	72	521	86	72	543	86	73	532	89	71	578	85	69	561	82
BARNSLEY	505	60	71	504	85	69	513	83	64	516	75	67	510	81	61	541	71	74	575	87
BEALL	207	78	69	499	83	58	480	65	64	517	76	62	495	73	60	537	69	69	562	83
BELLS MILL	607	57	80	525	94	71	518	85	72	542	86	73	527	87	74	586	88	79	594	93
BELMONT	513	45	74	508	88	67	507	80	69	533	83	70	517	84	67	563	80	76	583	90
B.. PRE	780	48	71	503	85	64	497	75	64	516	75	64	501	77	64	549	75	75	578	88
BETHESDA	401	61	72	508	88	67	507	80	67	530	81	68	517	84	61	541	71	70	564	83
BEVERLY FARMS	226	79	73	507	87	66	504	79	67	526	80	67	510	81	65	555	77	71	567	85
BRADLEY HILLS	410	40	78	520	92	71	517	84	72	542	86	72	526	87	66	558	78	77	584	90
BROAD ACRES	304	31	64	484	74	54	472	59	60	505	70	58	482	66	49	498	49	62	541	72
BROOKHAVEN	807	48	69	500	84	63	497	75	63	514	74	64	500	76	61	541	71	72	569	85
BROWN STATION	559	9[illegible]	69	497	82	67	507	80	63	513	74	65	506	78	63	547	74	68	560	82
BURNING TREE	418	81	89	559	99	82	548	93	79	565	92	81	558	94	79	607	93	84	606	95
BURTONSVILLE	302	66	69	497	82	63	496	75	64	517	76	64	501	77	59	531	66	69	560	82
CANDLEWOOD	508	48	67	492	79	62	492	73	63	511	73	63	497	75	63	549	75	65	549	77
CANNON ROAD	310	50	87	560	99	75	529	88	77	560	91	77	546	92	78	603	92	88	620	97
CARDEROCK SP.	604	42	79	524	93	74	525	87	76	553	89	76	539	91	65	556	78	77	586	91
CASHELL	511	78	73	508	88	68	510	81	65	518	76	67	509	81	67	561	80	74	577	88
CEDAR GROVE	703	28	66	489	76	61	492	73	59	501	67	60	490	70	60	538	70	64	546	75
CHEVY CHASE	403	89	70	500	84	69	513	83	66	522	78	68	513	82	61	540	71	68	559	81
CLARKSBURG	101	58	71	504	86	66	504	79	67	529	81	68	514	83	64	552	76	70	563	83
COLD SPRING	238	51	80	527	94	76	532	89	71	537	84	74	531	89	69	569	82	78	587	91
COLLEGE GARDEN	229	62	74	511	89	70	516	84	72	541	86	72	526	87	61	541	71	71	568	85
CRESTHAVEN	808	50	72	507	87	67	507	80	68	531	82	69	518	84	69	568	82	68	558	81
DAMASCUS ES	702	71	73	508	88	67	505	79	69	532	82	69	516	84	67	563	80	75	578	88
DARNESTOWN	351	61	71	503	85	69	511	82	68	531	82	69	516	84	62	542	72	73	572	86
DIAMOND	570	90	70	499	83	68	510	81	67	526	80	68	513	82	61	538	70	62	542	73
DUFIEF	241	60	80	527	94	72	519	85	71	539	85	72	527	87	72	580	86	79	592	92
FAIRLAND	303	72	69	499	83	64	498	76	67	527	80	67	508	80	66	559	79	69	561	82
FALLSMEAD	233	45	77	516	91	65	500	77	68	528	81	67	509	81	67	561	80	83	603	94
FARMLAND	419	71	78	525	94	71	518	85	69	534	83	71	525	87	68	566	81	75	580	89
FIELDS ROAD	566	35	68	497	82	63	495	74	67	524	79	66	507	80	60	537	69	72	571	86
FLOWER VALLEY	506	59	75	513	90	69	511	82	69	533	83	70	518	84	66	557	78	84	607	95
FOREST KNOLLS	803	41	74	514	90	64	498	76	65	520	77	65	506	79	65	555	77	79	593	92
FOX CHAPEL	106	81	63	485	75	60	488	70	60	502	68	60	489	70	58	530	66	65	548	76
GAITHERSBURG ES	553	87	66	490	78	63	496	75	63	514	74	64	500	76	60	536	69	62	542	73
GALWAY	313	46	67	493	80	62	493	73	61	508	71	63	496	74	61	540	71	69	561	82
GARRETT PARK	204	41	68	495	81	64	498	76	64	517	76	65	503	78	53	510	56	70	564	83
GEORGIAN FOREST	786	25	69	496	82	58	483	67	63	514	74	62	493	72	60	535	68	74	576	88
GERMANTOWN	102	85	68	495	81	64	498	76	63	514	74	64	500	76	59	532	67	68	559	81
GLEN HAVEN	767	53	64	486	76	56	478	64	60	504	69	58	484	67	60	538	70	65	550	77
GLENALLAN	817	64	73	507	87	66	503	78	68	528	81	67	512	82	62	543	72	73	573	87
GREENWOOD	512	68	76	517	91	68	508	81	67	525	79	68	513	82	69	568	82	75	580	89
HARMONY HILLS	797	41	58	470	64	58	482	66	56	490	61	57	478	63	60	536	69	56	524	62
HIGHLAND	774	74	64	486	76	56	477	63	60	502	68	58	484	67	61	541	71	68	557	80
HIGHLAND VIEW	784	65	61	477	69	54	473	60	57	495	64	56	476	63	54	514	58	57	527	64

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Table 6 (continued)
CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1983 FIFTH GRADE RESULTS

SCHOOL	LANGUAGE EXPRESSION NCE MEAN	LANGUAGE EXPRESSION SS MEAN	LANGUAGE EXPRESSION PER RANK	TOTAL LANGUAGE NCE MEAN	TOTAL LANGUAGE SS MEAN	TOTAL LANGUAGE PER RANK	MATH COMPUTATION NCE MEAN	MATH COMPUTATION SS MEAN	MATH COMPUTATION PER RANK	MATH CONC & APP NCE MEAN	MATH CONC & APP SS MEAN	MATH CONC & APP PER RANK	TOTAL MATH NCE MEAN	TOTAL MATH SS MEAN	TOTAL MATH PER RANK	REFERENCE SKILLS NCE MEAN	REFERENCE SKILLS SS MEAN	REFERENCE SKILLS PER RANK
ASHBURTON	67	546	81	71	555	86	71	492	86	78	523	92	75	508	92	70	540	83
BANNOCKBURN	67	548	82	70	552	85	75	506	92	77	521	92	78	514	94	71	542	84
BARNSLEY	69	553	84	74	562	88	72	491	86	68	498	81	71	493	85	69	537	82
BEALL	70	558	85	72	558	87	70	488	84	69	502	83	71	493	85	63	520	74
BELLS MILL	78	580	91	82	591	95	77	503	91	73	511	88	77	506	91	75	555	88
BELMONT	72	562	87	77	572	91	67	477	78	71	505	85	70	490	83	71	543	84
BEL PRE	70	555	85	75	565	89	71	491	86	69	502	83	71	496	86	74	553	88
BETHESDA	74	569	89	74	567	90	69	484	82	70	505	85	71	493	85	67	531	80
BEVERLY FARMS	72	565	88	74	565	89	67	479	80	72	508	86	71	494	85	69	539	83
BRADLEY HILLS	75	572	89	79	580	93	74	498	89	78	520	91	78	509	92	73	549	86
BROAD ACRES	63	533	75	63	529	74	72	489	85	64	488	75	69	486	81	62	517	73
BROOKHAVEN	66	542	80	71	553	85	68	485	83	70	502	83	70	494	85	68	534	81
BROWN STATION	67	547	82	69	551	84	68	479	80	66	493	78	68	485	80	64	524	76
BURNING TREE	86	609	96	88	616	98	93	524	96	87	552	98	87	540	98	80	570	92
BURTONSVILLE	67	547	82	70	550	84	65	473	76	71	507	86	69	489	82	66	529	79
CANDLEWOOD	66	543	80	67	543	81	64	470	74	67	496	80	66	483	79	64	523	76
CANNON ROAD	81	593	94	88	616	98	88	540	98	85	546	97	88	547	99	76	559	89
CARDEROCK SP.	79	583	92	82	586	94	71	491	86	76	520	91	75	506	91	73	551	87
CASHELL	69	551	83	74	563	89	72	491	86	70	504	85	73	497	87	67	531	80
CEDAR GROVE	65	540	79	66	538	78	65	473	76	67	495	80	67	482	78	62	515	72
CHEVY CHASE	71	559	86	72	558	87	65	474	77	68	498	81	68	485	80	66	531	80
CLARKSBURG	74	568	88	74	565	89	64	470	74	71	508	86	68	488	82	69	538	82
COLD SPRING	75	574	90	80	583	94	74	496	88	80	534	95	80	515	94	74	553	88
COLLEGE GARDEN	72	562	87	74	565	89	69	483	82	73	510	87	73	496	86	73	550	87
CRESTHAVEN	72	564	87	72	559	87	65	473	76	70	505	85	69	489	82	72	545	85
DAMASCUS ES	70	555	85	74	565	89	70	484	82	72	507	86	72	494	85	73	548	86
DARNESTOWN	72	565	88	75	569	90	65	473	76	67	495	80	67	484	79	69	538	82
DIAMOND	69	554	84	67	542	80	67	480	80	68	498	81	69	489	82	67	532	80
DUFIEF	77	577	91	81	589	95	79	515	94	72	508	86	78	511	93	72	545	85
FAIRLAND	70	557	85	71	555	86	62	468	73	65	493	78	65	481	77	66	528	78
FALLSMEAD	76	575	90	83	594	95	70	486	83	77	519	91	75	502	89	75	556	88
FARMLAND	75	571	89	77	576	92	77	505	91	77	522	92	78	515	94	73	549	86
FIELDS ROAD	65	543	80	70	552	85	63	470	74	69	500	82	67	484	79	64	523	76
FLOWER VALLEY	74	568	88	82	590	95	68	479	80	72	506	86	71	492	84	70	542	84
FOREST KNOLLS	69	553	84	76	571	91	75	502	90	75	517	90	77	510	93	71	544	85
FOX CHAPEL	65	538	78	66	539	79	63	469	74	60	479	69	62	473	72	65	526	77
GAITHERSBURG ES	66	542	80	65	536	77	64	470	74	67	494	79	66	481	77	64	522	75
GALWAY	61	527	72	66	538	78	70	485	83	66	493	78	69	487	81	63	521	75
GARRETT PARK	62	531	74	67	542	80	68	484	82	69	503	84	70	494	85	68	535	81
GEORGIAN FOREST	60	523	70	68	544	81	74	494	87	69	499	82	73	495	86	75	554	88
GERMANTOWN	64	539	78	68	544	81	68	481	81	67	495	80	69	488	82	64	524	76
GLEN HAVEN	61	528	73	65	534	76	64	473	76	65	489	76	65	481	77	64	522	75
GLENALLAN	69	554	84	73	560	88	74	495	88	70	505	85	73	499	88	68	533	80
GREENWOOD	72	562	87	76	572	91	75	497	88	77	521	92	78	509	92	72	547	86
HARMONY HILLS	61	526	72	59	518	67	54	447	58	57	471	63	57	460	62	62	516	72
HIGHLAND	61	529	73	66	538	78	66	478	79	63	486	74	65	481	77	65	526	77
HIGHLAND VIEW	59	523	70	59	518	67	62	468	73	65	490	76	64	477	75	64	523	76

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Table 6 (continued)
CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1983 FIFTH GRADE RESULTS

SCHOOL	SCHOOL #	# FOR BATTERY	TOTAL BATTERY NCE MEAN	TOTAL BATTERY SS MEAN	TOTAL BATTERY PER RANK	READING VOCABULARY NCE MEAN	READING VOCABULARY SS MEAN	READING VOCABULARY PER RANK	READING COMPREHENSION NCE MEAN	READING COMPREHENSION SS MEAN	READING COMPREHENSION PER RANK	TOTAL READING NCE MEAN	TOTAL READING SS MEAN	TOTAL READING PER RANK	SPELLING NCE MEAN	SPELLING SS MEAN	SPELLING PER RANK	LANGUAGE MECHANICS NCE MEAN	LANGUAGE MECHANICS SS MEAN	LANGUAGE MECHANICS PER RANK
JACKSON ROAD	305	69	76	516	91	67	507	80	68	529	81	69	515	83	67	562	80	76	584	90
KEMP MILL	805	66	66	492	79	60	489	71	61	508	71	61	493	72	59	532	67	67	555	79
KENSINGTON PKWD.	783	40	69	500	14	68	508	81	68	531	82	69	518	84	58	529	65	64	547	75
LAKEWOOD	209	36	76	516	91	70	515	84	68	527	80	69	517	84	64	551	76	73	572	86
LAYTONSVILLE	51	67	71	504	86	69	510	81	65	520	77	67	510	81	62	542	72	68	558	81
LUXMANOR	220	50	76	514	90	73	521	86	68	529	81	71	521	85	65	554	77	66	552	78
MARYVALE	210	42	45	441	41	46	450	43	41	443	34	43	437	37	46	485	42	55	521	60
MEADOW HALL	212	42	63	481	72	65	500	77	60	503	69	62	493	72	58	530	66	65	550	77
MILL CREEK TOWNE	556	84	67	494	81	62	494	74	64	519	77	64	502	77	62	542	72	65	550	77
MONOCACY	652	25	53	459	55	54	471	59	53	483	57	55	472	59	51	503	52	53	514	56
N. CHEVY CHASE	415	42	64	486	76	63	495	74	61	507	71	62	497	75	68	566	81	63	544	74
OAK VIEW	766	59	61	479	71	59	485	68	60	506	70	60	489	70	56	523	62	56	523	61
OAKLAND TERRACE	769	72	63	484	74	62	494	74	64	515	75	64	499	76	56	521	61	61	539	71
OLNEY	502	50	72	505	86	67	506	80	64	518	76	65	505	79	59	532	67	73	574	87
PAGE	312	42	65	489	78	64	499	76	64	517	76	65	503	78	57	526	64	64	547	75
PINE CREST	761	71	66	493	80	62	492	73	59	500	67	60	491	71	64	551	76	67	555	79
PINEY BRANCH	749	119	66	492	79	63	497	75	52	510	72	63	498	75	59	531	66	65	550	77
POOLESVILLE ES	153	81	62	479	71	61	489	71	60	502	68	60	489	70	57	525	63	60	534	68
POTOMAC	601	52	69	497	82	66	503	78	65	520	77	66	506	79	64	552	76	68	559	81
RITCHIE PARK	227	62	81	529	95	76	531	89	71	540	85	74	533	89	69	569	82	85	611	96
ROCK CREEK FOR.	773	46	69	497	82	62	494	74	68	528	81	66	509	81	60	537	69	70	563	83
ROCK CREEK VAL.	819	45	78	522	93	65	502	78	67	527	80	67	512	82	68	565	81	82	599	94
ROCK VIEW	795	59	68	494	81	66	504	79	65	520	77	66	507	80	65	553	76	66	552	78
ROLLING TERRACE	771	43	52	458	55	45	447	40	49	470	49	47	451	45	47	490	45	54	517	58
ROSEMONT	555	32	71	502	85	61	489	71	66	521	78	64	501	77	65	555	77	70	566	84
SEVEN LOCKS	603	23	71	504	86	67	507	80	66	522	78	67	510	81	61	541	71	68	557	80
SHERWOOD ES	501	44	73	508	88	70	514	83	67	525	79	69	515	83	66	559	79	73	572	86
SOMERSET	405	32	72	503	85	66	504	79	67	526	80	67	509	81	63	547	74	71	565	84
SOUTH LAKE	564	65	60	476	69	59	485	68	58	497	65	59	484	67	56	523	62	59	533	68
STEDWICK	568	84	75	515	91	68	510	81	68	527	80	69	515	83	62	543	72	72	571	86
STONEGATE	316	46	72	504	86	70	515	84	65	519	77	67	510	81	63	546	73	75	580	89
STRATHMORE	822	36	61	478	70	56	477	63	60	502	68	58	484	67	61	542	72	68	559	81
SUMMIT HALL	563	34	63	484	74	60	487	70	59	501	67	60	488	69	49	498	49	62	539	71
TRAVILAH	216	38	64	484	74	65	502	78	66	523	78	67	509	81	55	517	59	68	558	81
TWINBROOK	206	64	61	478	70	56	477	63	59	499	66	58	481	65	54	515	58	68	558	81
VIERS MILL	772	73	61	478	70	55	475	62	55	487	60	55	474	60	58	528	65	72	569	85
WASHINGTON GROVE	552	63	70	499	83	61	491	72	65	518	76	64	500	75	60	537	69	80	595	93
WATKINS MILL	561	61	70	500	84	67	505	79	64	517	76	66	506	79	60	535	68	72	569	85
WAYSIDE	235	73	77	519	92	71	517	84	71	542	86	72	527	87	68	563	80	72	570	86
WELLER ROAD	777	80	65	487	76	58	483	67	60	504	69	63	488	69	57	525	63	65	548	76
WESTBROOK	408	37	74	507	87	73	536	90	75	553	89	77	543	92	66	557	78	72	569	85
WESTOVER	504	54	68	499	83	66	503	78	63	514	74	64	505	79	60	535	68	73	573	87
WHEATON WOODS	788	77	5[illegible]	473	66	53	470	58	59	501	67	57	479	64	59	531	66	56	523	61
WHETSTONE	558	74	69	498	83	67	507	80	64	515	75	66	505	79	63	546	73	69	562	83
WOOD ACRES	417	69	81	528	94	77	534	90	77	561	91	78	549	93	70	573	84	78	590	92
WOODFIELD	704	59	79	523	93	67	507	80	68	530	81	69	515	83	63	548	74	82	600	94
WOODLIN	764	47	67	496	82	59	487	70	64	517	76	62	497	75	62	546	73	77	587	91

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Table 6 (continued)
CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1983 FIFTH GRADE RESULTS

SCHOOL	LANGUAGE EXPRESSION NCE MEAN	SS MEAN	PER RANK	TOTAL LANGUAGE NCE MEAN	SS MEAN	PER RANK	MATH COMPUTATION NCE MEAN	SS MEAN	PER RANK	MATH CONC & APP NCE MEAN	SS MEAN	PER RANK	TOTAL MATH NCE MEAN	SS MEAN	PER RANK	REFERENCE SKILLS NCE MEAN	SS MEAN	PER RANK
JACKSON ROAD	73	565	88	77	576	92	72	492	86	75	519	91	75	503	90	74	554	88
KEMP MILL	64	540	79	67	545	82	65	476	78	66	496	80	67	486	81	66	529	79
KENSINGTON PKWD.	68	549	82	67	545	82	64	472	75	68	500	82	68	485	80	67	530	79
LAKEWOOD	78	584	92	78	579	93	75	499	89	73	508	86	76	503	90	73	549	86
LAYTONSVILLE	72	560	86	72	557	87	71	489	85	69	501	83	71	494	85	68	533	80
LUXMANOR	78	581	91	75	563	89	74	495	88	75	516	90	76	506	91	71	545	85
MARYVALE	43	476	37	49	486	46	46	426	43	49	453	48	47	439	45	52	489	56
MEADOW HALL	65	531	74	65	536	77	56	450	61	62	484	72	60	467	68	64	522	75
MILL CREEK TOWNE	66	543	80	67	542	80	63	470	74	68	499	82	67	484	79	66	528	78
MONOCACY	56	514	64	55	506	59	51	440	53	48	450	46	50	446	51	49	479	49
N. CHEVY CHASE	66	543	80	66	539	79	56	451	61	65	490	76	61	471	71	64	524	76
OAK VIEW	62	530	74	60	519	68	58	457	65	63	487	75	61	472	71	65	525	77
OAKLAND TERRACE	67	545	81	66	538	76	54	448	59	65	490	76	60	469	69	66	530	79
OLNEY	76	575	90	78	574	92	68	482	81	71	509	87	71	494	85	66	529	79
PAGE	64	536	77	66	536	77	60	463	70	64	490	76	63	477	75	69	537	82
PINE CREST	61	527	72	65	535	77	68	482	81	67	497	81	69	490	83	64	524	76
PINEY BRANCH	64	538	78	66	540	79	67	478	79	66	494	79	67	485	80	67	531	80
POOLESVILLE ES	62	531	74	62	526	72	62	465	71	59	476	67	61	470	70	64	522	75
POTOMAC	65	539	78	68	545	82	68	480	80	65	490	76	67	484	79	67	532	80
RITCHIE PARK	77	577	91	84	599	96	74	497	88	77	523	92	77	509	92	71	545	85
ROCK CREEK FOR.	69	549	82	72	553	85	66	475	77	66	493	78	67	483	79	69	537	82
ROCK CREEK VAL.	74	570	89	81	588	94	75	500	90	78	525	93	79	512	93	75	557	89
ROCK VIEW	65	541	79	67	541	80	62	467	72	66	493	78	66	480	77	67	530	79
ROLLING TERRACE	49	493	48	51	495	52	62	467	72	56	470	62	59	468	68	55	496	61
ROSEMONT	69	552	83	71	556	86	74	495	88	68	498	81	72	495	86	62	516	72
SEVEN LOCKS	75	568	88	73	559	87	68	481	81	72	511	88	71	495	86	71	543	84
SHERWOOD ES	72	562	87	75	565	89	74	495	88	67	496	80	71	494	85	72	547	86
SOMERSET	72	562	87	74	563	89	66	475	77	72	506	86	70	489	82	72	545	85
SOUTH LAKE	62	529	73	62	525	71	58	455	64	62	483	72	61	469	69	67	530	79
STEDWICK	69	555	85	73	562	88	73	497	88	78	527	93	78	512	93	72	547	86
STONEGATE	73	565	88	76	573	91	66	475	77	70	502	83	69	486	82	66	527	78
STRATHMORE	62	532	75	66	541	80	59	460	68	56	469	61	58	463	65	61	514	71
SUMMIT HALL	59	522	69	61	524	71	68	482	81	66	493	78	68	487	81	63	520	74
TRAVILAH	70	554	84	71	552	85	51	439	52	63	486	74	58	463	65	68	535	81
TWINBROOK	61	528	73	66	537	78	59	461	68	61	481	70	61	471	71	62	517	73
VIERS MILL	60	526	72	67	542	80	59	460	68	61	480	70	61	469	69	63	521	75
WASHINGTON GROVE	68	550	83	76	572	91	67	478	79	66	493	78	68	484	79	70	540	83
WATKINS MILL	66	542	80	70	551	84	67	478	79	71	506	86	71	493	85	67	531	80
WAYSIDE	75	571	89	77	570	91	73	495	88	76	517	90	76	506	91	76	558	89
WELLER ROAD	64	536	77	65	535	77	66	475	77	67	496	80	67	485	80	66	529	79
WESTBROOK	77	579	91	78	574	92	61	462	69	66	493	78	64	477	75	66	529	79
WESTOVER	64	538	78	70	552	85	69	485	83	67	495	80	69	490	83	66	530	79
WHEATON WOODS	64	536	77	60	522	70	55	449	60	59	477	67	58	463	65	60	511	70
WHETSTONE	68	549	82	71	552	85	65	475	77	67	497	81	67	486	81	67	537	80
WOOD ACRES	80	597	93	82	592	95	73	493	87	76	516	90	76	504	90	72	547	86
WOODFIELD	75	570	89	81	588	94	82	521	95	75	515	89	81	518	95	72	548	86
WOODLIN	67	548	82	74	568	90	63	467	72	66	496	80	65	481	77	64	522	75

Table 6 (continued)
CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1983 FIFTH GRADE RESULTS

SCHOOL	SCHOOL #	# FOR BATTERY	TOTAL BATTERY NCE MEAN	TOTAL BATTERY SS MEAN	TOTAL BATTERY PER RANK	READING VOCABULARY NCE MEAN	READING VOCABULARY SS MEAN	READING VOCABULARY PER RANK	READING COMPREHENSION NCE MEAN	READING COMPREHENSION SS MEAN	READING COMPREHENSION PER RANK	TOTAL READING NCE MEAN	TOTAL READING SS MEAN	TOTAL READING PER RANK	SPELLING NCE MEAN	SPELLING SS MEAN	SPELLING PER RANK	LANGUAGE MECHANICS NCE MEAN	LANGUAGE MECHANICS SS MEAN	LANGUAGE MECHANICS PER RANK
WYNGATE	422	97	77	519	92	72	521	86	71	539	85	72	528	88	71	577	85	78	589	91

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Table 6 (continued)
CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1983 FIFTH GRADE RESULTS

SCHOOL	LANGUAGE EXPRESSION NCE MEAN	SS MEAN	PER RANK	TOTAL LANGUAGE NCE MEAN	SS MEAN	PER RANK	MATH COMPUTATION NCE MEAN	SS MEAN	PER RANK	MATH CONC & APP NCE MEAN	SS MEAN	PER RANK	TOTAL MATH NCE MEAN	SS MEAN	PER RANK	REFERENCE SKILLS NCE MEAN	SS MEAN	PER RANK
WYNGATE	76	574	90	80	584	94	66	478	79	76	518	91	73	497	87	73	549	86

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Table 7
CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1983 EIGHTH GRADE RESULTS

SCHOOL	SCHOOL #	# FOR BATTERY	TOTAL BATTERY NCE MEAN	TOTAL BATTERY SS MEAN	TOTAL BATTERY PER RANK	READING VOCABULARY NCE MEAN	READING VOCABULARY SS MEAN	READING VOCABULARY PER RANK	READING COMPREHENSION NCE MEAN	READING COMPREHENSION SS MEAN	READING COMPREHENSION PER RANK	TOTAL READING NCE MEAN	TOTAL READING SS MEAN	TOTAL READING PER RANK	SPELLING NCE MEAN	SPELLING SS MEAN	SPELLING PER RANK	LANGUAGE MECHANICS NCE MEAN	LANGUAGE MECHANICS SS MEAN	LANGUAGE MECHANICS PER RANK
BAKER	705	314	65	594	77	62	582	72	64	600	75	63	591	74	60	607	69	64	613	75
BANNEKER	333	356	68	605	81	64	589	75	66	609	78	66	600	78	56	592	61	66	621	78
CABIN JOHN	606	241	77	636	91	73	621	87	71	627	85	73	626	87	66	632	78	73	649	87
EASTERN	775	285	58	589	64	55	557	60	59	582	67	58	570	64	52	577	54	57	586	63
FARQUHAR	507	321	66	596	78	63	586	74	65	602	76	65	594	76	59	605	67	62	607	73
FROST	237	376	75	629	90	72	620	87	69	619	82	72	621	86	63	622	74	76	660	90
GAITHERSBURG JR	554	341	60	578	69	58	566	64	60	587	69	60	577	68	57	597	64	60	599	69
HOOVER	228	239	76	632	90	73	620	87	71	629	85	73	627	88	65	631	78	69	633	83
KING	107	265	65	594	77	62	582	72	63	596	73	63	590	74	59	603	66	64	616	76
LEE	818	351	63	587	73	59	569	66	62	592	71	61	582	70	57	596	63	66	622	79
MONTGOMERY VILL.	557	296	68	605	81	67	599	80	68	615	81	68	609	82	61	613	71	66	622	79
PARKLAND	812	421	61	579	69	56	561	62	59	581	66	58	572	65	56	591	61	65	617	77
POOLESVILLE MS	152	117	59	575	67	56	560	62	59	582	67	58	572	65	58	599	65	57	588	64
PYLE	428	444	81	654	95	78	642	92	77	653	91	79	653	94	70	647	83	77	666	91
RIDGEVIEW	105	322	68	605	81	66	594	78	67	612	80	67	604	80	61	612	70	69	634	83
SLIGO	778	395	59	574	67	56	560	62	60	585	68	59	573	66	54	585	58	59	597	68
TAKOMA PARK JR	755	153	59	576	68	53	549	56	59	581	66	57	567	63	57	598	64	61	603	71
TILDEN	232	417	75	630	90	70	611	84	70	624	84	71	619	85	65	628	77	75	656	89
JULIUS WEST	211	268	64	589	74	61	576	69	62	593	72	62	586	72	55	590	61	66	623	79
WESTLAND	412	347	71	618	86	68	605	82	70	623	83	70	617	85	62	616	72	68	632	82
WHITE OAK	811	473	67	599	79	62	582	72	64	601	75	64	592	75	58	600	65	62	608	73
WOOD	820	376	67	601	80	65	594	78	66	610	79	67	604	80	59	604	67	66	624	79
	236	1	35	492	24	41	[illegible]	33	42	520	36	41	509	34	68	639	80	49	556	48

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Table 7 (continued)
CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1983 EIGHTH GRADE RESULTS

SCHOOL	LANGUAGE EXPRESSION			TOTAL LANGUAGE			MATH COMPUTATION			MATH CONC & APP			TOTAL MATH			REFERENCE SKILLS		
	NCE MEAN	SS MEAN	PER RANK	NCE MEAN	SS MEAN	PER RANK	NCE MEAN	SS MEAN	PER RANK	NCE MEAN	SS MEAN	PER RANK	NCE MEAN	SS MEAN	PER RANK	NCE MEAN	SS MEAN	PER RANK
BAKER	60	588	70	63	598	73	63	602	74	68	603	81	66	601	79	64	596	75
BANNEKER	62	595	73	65	606	77	70	629	84	69	609	83	70	617	85	66	602	78
CABIN JOHN	73	635	88	75	645	90	76	653	90	77	634	91	78	642	92	71	620	85
EASTERN	55	569	60	56	574	62	57	578	64	59	572	67	58	573	66	57	572	64
FARQUHAR	61	591	71	63	597	73	63	601	74	69	609	83	67	604	80	63	593	74
FROST	70	622	84	74	640	88	73	639	86	75	628	89	75	633	89	69	614	82
GAITHERSBURG JR	59	584	68	60	590	70	56	575	62	64	588	74	61	581	70	62	590	73
HOOVER	70	623	84	71	630	86	75	645	88	75	631	90	76	636	90	71	621	85
KING	59	585	68	62	597	73	63	600	73	68	603	81	66	600	78	62	589	72
LEE	58	582	67	62	597	73	63	600	73	64	590	75	64	593	75	65	599	77
MONTGOMERY VILL.	64	601	76	66	610	79	63	601	74	68	603	81	66	601	79	66	602	78
PARKLAND	57	575	63	61	591	70	60	588	68	62	583	72	61	584	71	61	585	70
POOLESVILLE HS	54	565	57	55	573	61	60	591	69	61	578	70	61	583	71	57	573	64
PYLE	76	648	91	79	663	93	75	649	89	79	645	93	78	648	93	74	632	88
RIDGEVIEW	62	595	73	66	611	79	63	602	74	70	610	83	67	605	80	66	602	78
SLIGO	56	572	61	58	580	65	60	588	68	59	575	68	60	580	69	58	576	66
TAKOMA PARK JR	58	579	65	60	588	69	57	579	64	60	577	69	59	577	68	59	582	69
TILDEN	68	618	82	73	637	88	74	643	88	76	632	90	76	636	90	70	616	83
JULIUS WEST	58	582	67	62	597	73	62	596	72	66	597	78	65	596	76	64	596	75
WESTLAND	70	624	84	71	631	86	66	613	78	72	619	87	70	615	84	68	610	81
WHITE OAK	62	594	72	63	599	74	68	621	81	68	606	82	69	612	83	65	599	77
WOOD	62	595	73	65	607	77	64	606	77	67	602	80	66	603	79	66	605	79
	42	524	35	45	534	40	39	509	30	1	304	1	13	419	4	25	461	12

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Table 8
CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1983 ELEVENTH GRADE RESULTS

SCHOOL	SCHOOL #	# FOR BATTERY	TOTAL BATTERY NCE MEAN	TOTAL BATTERY SS MEAN	TOTAL BATTERY PER RANK	READING VOCABULARY NCE MEAN	READING VOCABULARY SS MEAN	READING VOCABULARY PER RANK	READING COMPREHENSION NCE MEAN	READING COMPREHENSION SS MEAN	READING COMPREHENSION PER RANK	TOTAL READING NCE MEAN	TOTAL READING SS MEAN	TOTAL READING PER RANK	SPELLING NCE MEAN	SPELLING SS MEAN	SPELLING PER RANK	LANGUAGE MECHANICS NCE MEAN	LANGUAGE MECHANICS SS MEAN	LANGUAGE MECHANICS PER RANK
BETHESDA-CH. CH.	406	427	67	686	81	65	676	76	65	672	77	66	678	78	58	654	65	64	664	75
M. BLAIR	757	361	51	620	53	51	617	52	52	617	54	51	619	54	51	622	51	53	619	55
CHURCHILL	602	515	75	723	91	73	712	86	71	697	65	73	708	87	66	690	73	72	698	86
DAMASCUS HS	701	237	62	664	72	58	646	65	61	653	70	60	652	68	54	639	59	64	664	75
EINSTEIN	789	199	60	653	68	61	660	70	61	657	71	62	661	72	55	641	60	58	642	66
GAITHERSBURG HS	551	340	59	653	68	58	648	65	58	645	66	59	649	67	53	630	55	56	633	62
W. JOHNSON	424	230	69	697	85	68	689	80	68	685	81	69	691	82	61	669	71	68	682	81
KENNEDY	815	344	62	666	73	60	654	68	61	656	71	61	658	71	56	645	61	60	650	69
MAGRUDER	510	276	64	673	76	62	664	72	63	664	74	63	666	74	56	645	61	65	671	77
R. MONTGOMERY	201	296	56	640	62	55	632	59	56	631	60	55	633	60	47	604	43	54	625	58
NORTHWOOD	796	235	62	665	73	61	658	69	61	656	71	62	659	71	55	643	60	63	659	73
PAINT BRANCH	315	334	65	676	77	65	677	76	64	668	75	65	675	77	57	652	64	63	660	73
PEARY	806	221	62	662	72	59	652	67	62	658	72	61	657	70	58	654	65	65	667	76
POOLESVILLE HS	152	102	54	631	58	54	628	57	57	637	63	56	635	61	51	622	51	53	619	55
ROCKVILLE	230	402	69	691	83	65	675	76	67	680	79	67	680	79	59	659	67	67	678	80
SENECA VALLEY	104	596	67	684	80	65	674	75	67	682	80	67	680	79	61	667	70	63	658	73
SHERWOOD HS	503	260	62	664	72	60	654	68	61	653	70	61	655	69	55	641	60	61	653	71
SPRINGBROOK	798	422	65	679	78	66	680	77	63	664	74	65	674	77	58	655	65	63	661	74
WHEATON	782	256	56	636	60	53	626	56	53	620	55	53	624	56	52	627	53	58	639	65
WHITMAN	427	476	78	734	93	76	722	89	76	720	90	78	727	91	67	693	79	72	697	86
WOODWARD	222	243	73	710	88	70	696	82	68	682	80	69	691	82	63	677	74	68	683	81
WOOTTON	234	371	71	702	86	71	701	84	69	696	83	71	699	84	62	673	72	65	667	76

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Table 8 (continued)
CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1983 ELEVENTH GRADE RESULTS

SCHOOL	LANGUAGE EXPRESSION			TOTAL LANGUAGE			MATH COMPUTATION			MATH CONC & APP			TOTAL MATH			REFERENCE SKILLS		
	NCE MEAN	SS MEAN	PER RANK	NCE MEAN	SS MEAN	PER RANK	NCE MEAN	SS MEAN	PER RANK	NCE MEAN	SS MEAN	PER RANK	NCE MEAN	SS MEAN	PER RANK	NCE MEAN	SS MEAN	PER RANK
BETHESDA-CH. CH.	67	680	80	67	680	80	63	668	73	68	688	80	66	682	78	64	665	74
W. BLAIR	51	613	51	52	617	53	52	620	54	52	620	54	52	621	54	52	618	54
CHURCHILL	74	710	89	75	715	89	68	693	81	74	713	87	72	709	86	71	693	84
DAMASCUS HS	60	649	68	62	661	73	60	658	69	62	665	72	62	664	72	63	663	74
EINSTEIN	56	633	61	57	639	64	55	637	61	60	653	67	58	647	66	62	658	72
GAITHERSBURG HS	58	642	65	58	643	65	56	641	62	59	650	66	59	649	66	59	647	67
W. JOHNSON	66	675	79	68	684	81	66	682	77	68	690	81	68	690	81	68	682	80
KENNEDY	60	650	69	61	655	70	60	658	69	64	670	74	63	667	73	66	672	77
MAGRUDER	62	659	73	64	669	76	61	663	71	65	677	77	64	673	75	67	680	80
R. MONTGOMERY	53	619	54	57	624	57	59	651	66	61	659	70	61	658	70	57	639	64
NORTHWOOD	62	658	72	63	663	74	58	650	66	61	660	70	61	658	70	63	661	73
PAINT BRANCH	64	664	75	64	668	75	62	666	72	64	671	74	64	672	75	65	668	75
PEARY	62	656	71	64	665	74	57	644	64	63	667	73	61	657	69	61	654	70
POOLESVILLE HS	52	618	54	52	620	55	56	639	62	55	631	59	56	636	61	60	649	68
ROCKVILLE	65	672	78	67	681	80	67	696	78	70	698	83	69	696	82	68	681	80
SENECA VALLEY	66	673	78	65	672	77	62	666	72	68	688	80	66	681	78	66	674	78
SHERWOOD HS	63	661	73	63	662	73	61	662	70	62	664	72	62	665	72	63	661	73
SPRINGBROOK	63	664	75	64	668	75	62	665	72	65	676	76	64	675	76	66	675	78
WHEATON	53	622	56	56	633	61	55	635	60	57	640	62	56	640	63	58	641	65
WHITMAN	75	714	89	76	716	90	72	710	85	77	731	91	76	727	90	73	701	86
WOODWARD	70	694	85	71	696	85	70	701	83	73	712	87	73	711	86	68	682	80
WOOTTON	66	675	79	66	677	79	68	691	80	71	703	85	71	701	84	68	683	81

Total Battery Interquartile Ranges

The average scores reported in the previous two sections provide a concise summary of each school's performance on the CAT. However, the scores reported are only for the average student in the school and do not indicate how the scores are spread out. The figures in this section show the spread of scores in each school and provide information about the performance of the top and bottom quarters of each school. This is done by using score bands to report the interquartile range for the CAT Total Battery for each school. The figures show the score (national percentile rank) of the student at each school's 25th and 75th percentile. Thus, the lowest 25 percent of the students in that school fall below the lower end of the range. Likewise, the highest 25 percent in that school scored above the upper end of the range. For example, if the upper end of the band were at the 95th percentile, the top 25 percent of the students in that school ranked in the upper four percent of the national norm sample.

Schools are presented in these figures in alphabetical order by grade. The first page for each grade follows:

Grade 3 -- page 79

Grade 5 -- page 86

Grade 8 -- page 93

Grade 11 -- page 95

County (all grades) -- page 97

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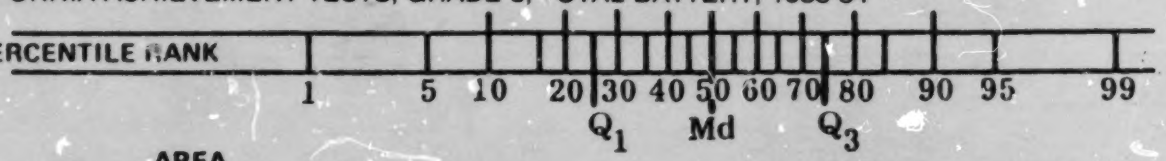
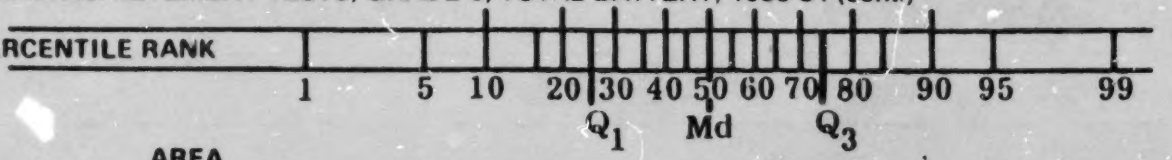
NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN, AND THIRD QUARTILE (Q3)—
CALIFORNIA ACHIEVEMENT TESTS, GRADE 3, TOTAL BATTERY, 1983-84



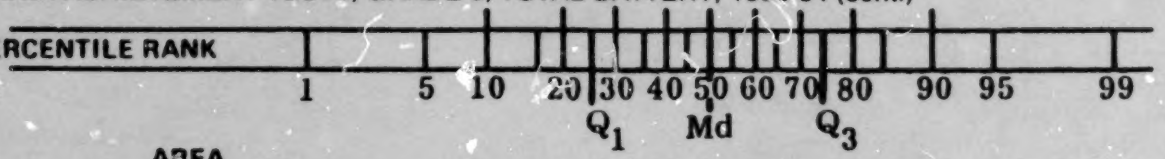
SCHOOL NAME	AREA	Q1	Md	Q3
ASHBURTON	2	68	78	92
BANNOCKBURN	2	81	95	99
LUCY BARNSLEY	2	60	86	94
BEALL	2	66	83	95
BELLS MILL	2	69	89	98
BELMONT	1	57	79	90
BEL PRE	1	64	84	96
BETHESDA	2	60	81	92
BEVERLY FARMS	2	75	90	98
BRADLEY HILLS	2	73	83	98
BROAD ACRES	1	35	60	72
BROOKHAVEN	2	64	85	97
BROWN STATION	3	42	67	89
BURNING TREE	2	82	94	99
BURTONSVILLE	1	81	95	99

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN, AND THIRD QUARTILE (Q3)— CALIFORNIA ACHIEVEMENT TESTS, GRADE 3, TOTAL BATTERY, 1963-84 (cont.)



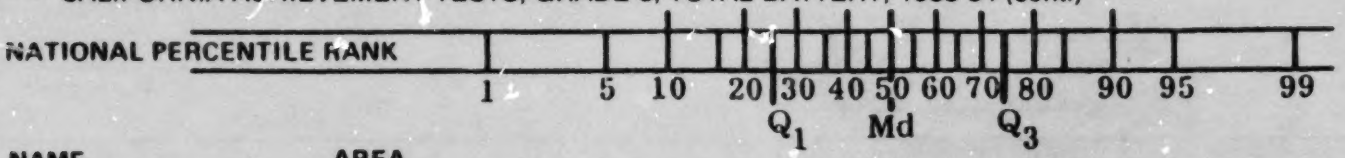
SCHOOL NAME	AREA	Q1	Md	Q3
CANDLEWOOD	3	56	81	95
CANNON ROAD	1	76	92	98
CARDEROCK SPRINGS	2	69	86	95
CASHELL	3	70	86	98
CEDAR GROVE	3	53	79	92
CHEVY CHASE	2	66	84	96
CLARKSBURG	3	57	71	88
COLD SPRING	3	81	90	97
COLLEGE GARDENS	2	64	79	94
CRESTHAVEN	1	60	77	96
DAMASCUS	3	54	79	98
DARNESTOWN	3	73	89	96
DIAMOND	3	63	83	95
DUFIEF	3	66	88	97
EAST SILVER SPRING	3	42	63	82

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN, AND THIRD QUARTILE (Q3)—
CALIFORNIA ACHIEVEMENT TESTS, GRADE 3, TOTAL BATTERY, 1983-84 (cont.)



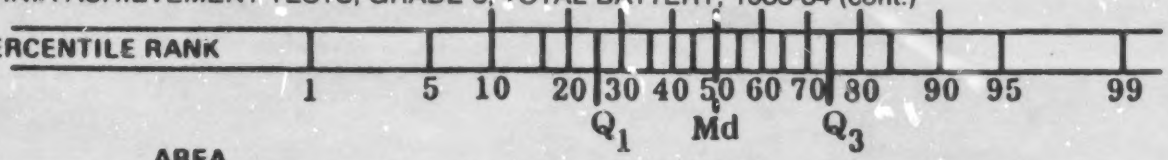
SCHOOL NAME	AREA			
FAIRLAND	1	51	70	93
FALLSMEAD	3	74	90	98
FARMLAND	2	85	94	99
FIELDS ROAD	3	43	72	86
FLOWER VALLEY	2	62	89	97
FOREST KNOLLS	1	68	89	98
FOX CHAPEL	3	54	74	90
GAITHERSBURG	3	45	75	89
GALWAY	1	66	80	93
GARRETT PARK	2	69	88	97
GEORGIAN FOREST	1	64	82	94
GERMANTOWN	3	53	78	92
GLEN HAVEN	1	25	56	86
GLENALLAN	1	40	71	91
GREENWOOD	1	81	92	98

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN, AND THIRD QUARTILE (Q3)—
CALIFORNIA ACHIEVEMENT TESTS, GRADE 3, TOTAL BATTERY, 1983-84 (cont.)



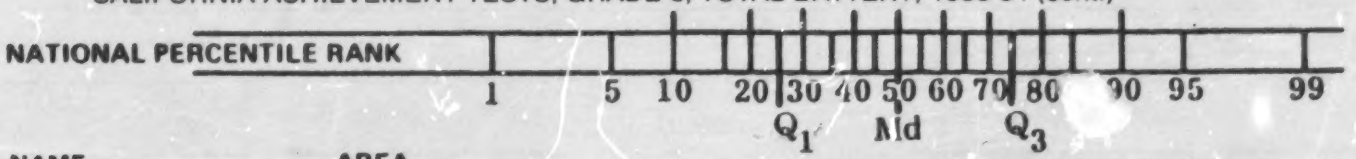
SCHOOL NAME	AREA	
HARMONY HILLS	2	49 64 76
HIGHLAND	1	60 78 90
HIGHLAND VIEW	1	48 80 97
JACKSON ROAD	1	68 87 97
KEMP MILL	1	94 98 99
KENSINGTON-PARKWOOD	2	46 79 95
LAKEWOOD	3	48 95 99
LAYTONSVILLE	3	55 77 88
LUXMANOR	2	75 88 98
MARYVALE	2	21 34 60
MEADOW HALL	2	45 62 80
MILL CREEK TOWNE	3	45 68 90
MONOCACY	3	36 55 88
NEW HAMPSHIRE ESTATES	1	39 57 83
NORTH CHEVY CHASE	2	40 67 88

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN, AND THIRD QUARTILE (Q3)— CALIFORNIA ACHIEVEMENT TESTS, GRADE 3, TOTAL BATTERY, 1983-84 (cont.)



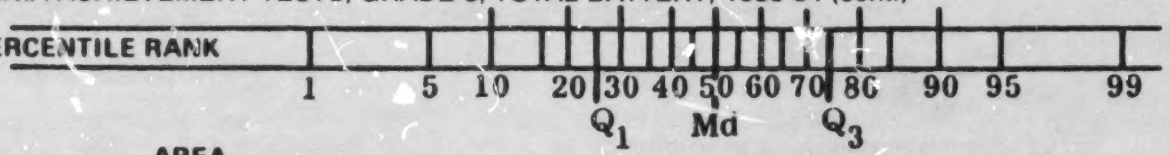
SCHOOL NAME	AREA			
OAK VIEW	1	53	79	96
OAKLAND TERRACE	1	60	76	88
OLNEY	1	61	78	96
WILLIAM TYLER PAGE	1	78	91	98
PINE CREST	1	60	79	96
POOLESVILLE	3	51	77	88
POTOMAC	2	83	93	98
RITCHIE PARK	3	71	88	98
ROCK CREEK FOREST	2	63	76	91
ROCK CREEK VALLEY	2	67	94	99
ROCK VIEW	1	52	75	96
ROLLING TERRACE	1	41	67	96
ROSEMONT	3	42	74	88
SEVEN LOCKS	2	77	96	99
SHERWOOD	1	51	73	93

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN, AND THIRD QUARTILE (Q3)—
CALIFORNIA ACHIEVEMENT TESTS, GRADE 3, TOTAL BATTERY, 1983-84 (cont.)



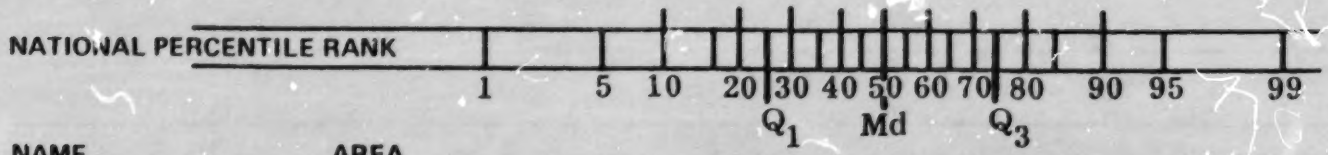
SCHOOL NAME	AREA			
SOMERSET	2	83	94	98
SOUTH LAKE	3	49	66	85
STEDWICK	3	55	81	98
STONEGATE	1	65	84	94
STRATHMORE	1	39	70	88
SUMMIT HALL	3	61	82	98
TAKOMA PARK	1	28	57	82
TRAVILAH	3	51	74	91
TWINBROOK	2	35	51	75
VIERS MILL	1	29	51	67
WASHINGTON GROVE	3	54	75	89
WATKINS MILL	3	55	83	94
WAYSIDE	2	75	92	99
WELLER ROAD	1	49	68	92
WESTBROOK	2	62	81	97

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN, AND THIRD QUARTILE (Q3)—
CALIFORNIA ACHIEVEMENT TESTS, GRADE 3, TOTAL BATTERY, 1983-84 (cont.)



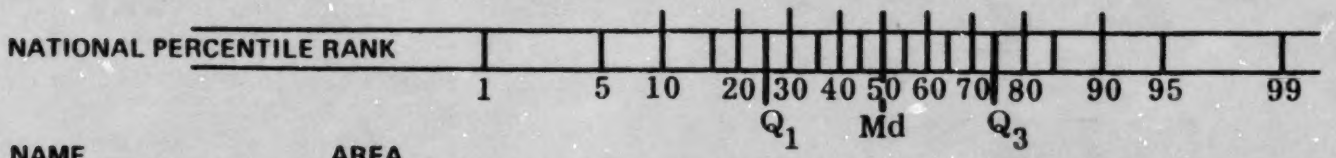
SCHOOL NAME	AREA			
WESTOVER	1	61	82	98
WHEATON WOODS	2	46	70	83
WHETSTONE	3	55	69	88
WOOD ACRES	2	86	95	99
WOODFIELD	3	70	87	96
WOODLIN	1	50	65	86
WYNGATE	2	52	86	98

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN, AND THIRD QUARTILE (Q3) – CALIFORNIA ACHIEVEMENT TESTS GRADE 5, TOTAL BATTERY, 1983-84



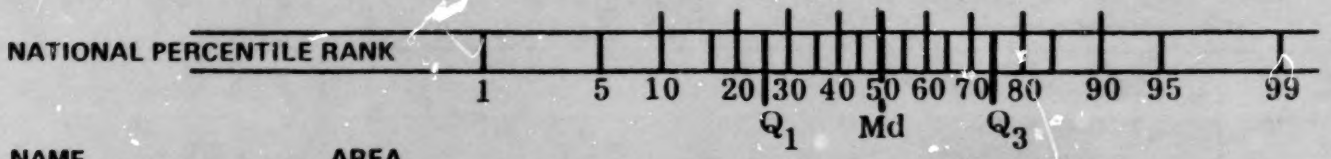
SCHOOL NAME	AREA	
ASHBURTON	2	67 86 96
BANNOCKBURN	2	73 94 98
LUCY BARNSLEY	2	65 85 95
BEALL	2	59 81 95
BELLS MILL	2	84 92 98
BELMONT	1	79 86 94
BEL PRE	1	65 79 90
BETHESDA	2	54 89 97
BEVERLY FARMS	2	72 88 96
BRADLEY HILLS	2	78 91 95
BROAD ACRES	1	52 67 87
BROOKHAVEN	2	56 80 94
BROWN STATION	3	58 82 95
BURNING TREE	2	95 98 99
BURTONSVILLE	1	55 83 95

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN, AND THIRD QUARTILE (Q3) — CALIFORNIA ACHIEVEMENT TESTS GRADE 5, TOTAL BATTERY, 1983-84 (cont.)



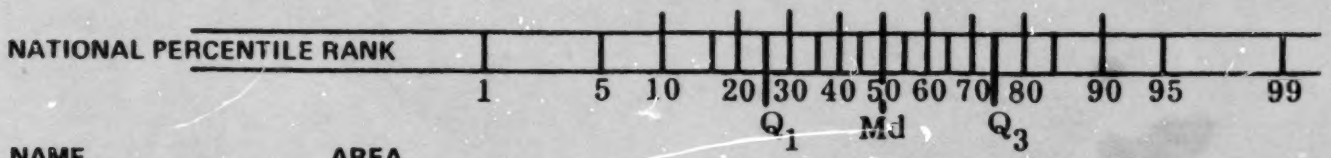
SCHOOL NAME	AREA			
CANDLEWOOD	3	56	75	89
CANNON ROAD	1	92	99	99
CARDEROCK SPRINGS	2	76	94	98
CASHELL	3	62	89	97
CEDAR GROVE	3	47	68	94
CHEVY CHASE	2	63	90	97
CLARKSBURG	3	59	85	97
COLD SPRING	3	83	94	98
COLLEGE GARDENS	2	72	86	98
CRESTHAVEN	1	50	90	97
DAMASCUS	3	76	89	95
DARNESTOWN	3	62	86	97
DIAMOND	3	62	83	95
DUFIEF	3	73	94	99

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN, AND THIRD QUARTILE (Q3) – CALIFORNIA ACHIEVEMENT TESTS GRADE 5, TOTAL BATTERY, 1983-84 (cont.)



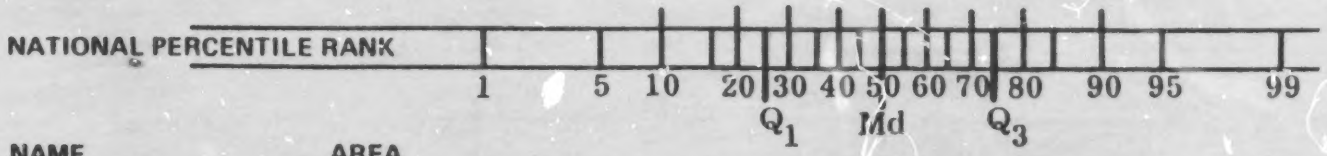
SCHOOL NAME	AREA			
FAIRLAND	1	65	79	95
FALLSMEAD	3	68	92	98
FARMLAND	2	64	95	99
FIELDS ROAD	3	54	73	94
FLOWER VALLEY	2	69	86	97
FOREST KNOLLS	1	66	86	97
FOX CHAPEL	3	53	72	87
GAITHERSBURG	3	55	77	90
GALWAY	1	52	83	96
GARRETT PARK	2	61	80	91
GEORGIAN FOREST	1	68	86	92
GERMANTOWN	3	59	82	92
GLEN HAVEN	1	49	74	93
GLENALLAN	1	66	86	95
GREENWOOD	1	74	89	98

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN, AND THIRD QUARTILE (Q3) – CALIFORNIA ACHIEVEMENT TESTS GRADE 5, TOTAL BATTERY, 1983-84 (cont.)



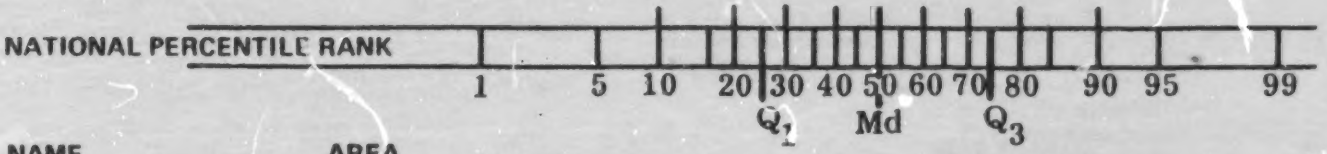
SCHOOL NAME	AREA			
HARMONY HILLS	2	40	55	85
HIGHLAND	1	52	73	91
HIGHLAND VIEW	1	47	64	82
JACKSON ROAD	1	73	91	98
KEMP MILL	1	46	76	97
KENSINGTON-PARKWOOD	2	43	79	98
LAKEWOOD	3	75	88	95
LAYTONSVILLE	3	65	84	95
LUXMANOR	2	76	90	96
MARYVALE	2	26	39	60
MEADOW HALL	2	55	70	88
MILL CREEK TOWNE	3	55	79	95
MONOCACY	3	27	47	75
NORTH CHEVY CHASE	2	43	72	93
OAK VIEW	1	42	62	87

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN, AND THIRD QUARTILE (Q3) — CALIFORNIA ACHIEVEMENT TESTS GRADE 5, TOTAL BATTERY, 1983-84 (cont.)



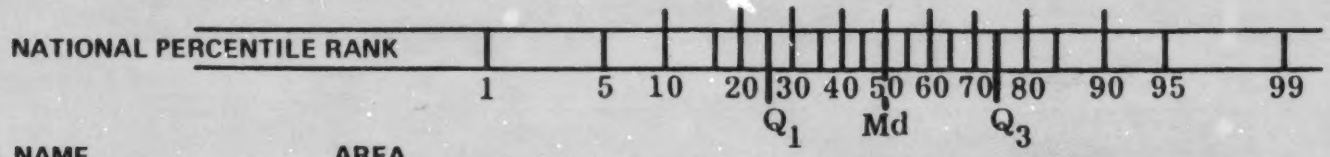
SCHOOL NAME	AREA	
OAKLAND TERRACE	1	51 70 86
OLNEY	1	63 82 97
WILLIAM TYLER PAGE	1	47 76 91
PINE CREST	1	49 75 95
PINEY BRANCH	1	56 74 94
POOLESVILLE	3	51 69 86
POTOMAC	2	58 82 93
RITCHIE PARK	3	82 96 99
ROCK CREEK FOREST	2	62 82 95
ROCK CREEK VALLEY	2	68 94 98
ROCK VIEW	1	62 76 94
ROLLING TERRACE	1	37 48 68
ROSEMONT	3	59 81 95
SEVEN LOCKS	2	67 84 96
SHERWOOD	1	72 87 95

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN, AND THIRD QUARTILE (Q3) — CALIFORNIA ACHIEVEMENT TESTS GRADE 5, TOTAL BATTERY, 1983-84 (cont.)



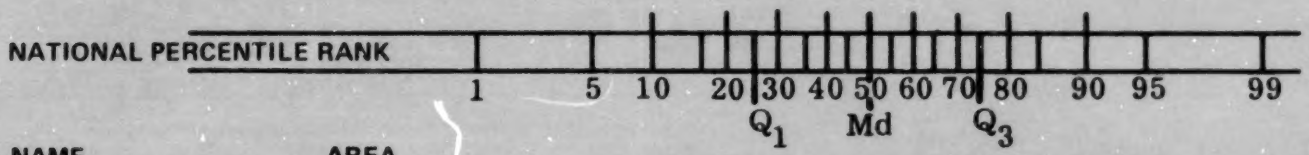
SCHOOL NAME	AREA			
SOMERSET	2	57	84	95
SOUTH LAKE	3	53	67	83
STEDWICK	3	63	90	98
STONEGATE	1	70	86	97
STRATHMORE	1	43	69	82
SUMMIT HALL	3	52	66	88
TRAVILAH	3	53	78	88
TWINBROOK	2	50	66	83
VIERS MILL	1	47	67	82
WASHINGTON GROVE	3	64	84	94
WATKINS MILL	3	63	84	94
WAYSIDE	2	79	91	98
WELLER ROAD	1	51	74	92
WESTBROOK	2	79	86	94
WESTOVER	1	47	82	95

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN, AND THIRD QUARTILE (Q3) --
CALIFORNIA ACHIEVEMENT TESTS GRADE 5, TOTAL BATTERY, 1983-84 (cont.)



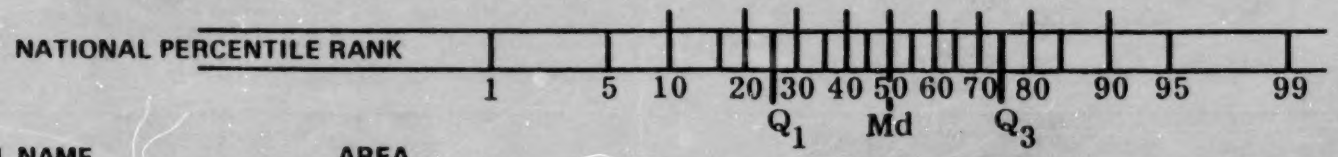
SCHOOL NAME	AREA	
WHEATON WOODS	2	47 62 81
WHETSTONE	3	62 80 95
WOOD ACRES	2	84 95 98
WOODFIELD	3	73 91 99
WOODLIN	1	59 77 97
WYNGATE	2	69 91 98

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN, AND THIRD QUARTILE (Q3)— CALIFORNIA ACHIEVEMENT TESTS GRADE 8, TOTAL BATTERY, 1983-84



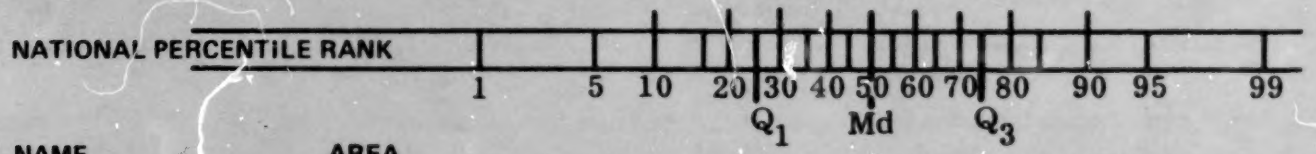
SCHOOL NAME	AREA			
John T. Baker Intermediate	3	52	77	91
Benjamin Banneker Junior High	1	61	81	93
Cabin John Junior High	2	76	91	97
Eastern Intermediate	1	45	63	83
William H. Farquhar Middle	1	56	76	90
Robert Frost Intermediate	3	72	89	97
Gaithersburg Junior High	3	47	71	85
Herbert Hoover Junior High	2	76	89	97
Martin Luther King Junior High	3	52	74	91
Colonel E. Brooke Lee Intermediate	1	52	71	88
Montgomery Village Junior High	3	61	81	92
Parkland Junior High	2	48	69	85
Poolesville High	3	44	65	82
Thomas W. Pyle Intermediate	2	80	94	99
Ridgeview Junior High	3	60	80	92

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN, AND THIRD QUARTILE (Q3)— CALIFORNIA ACHIEVEMENT TESTS GRADE 8, TOTAL BATTERY, 1983-84 (cont.)



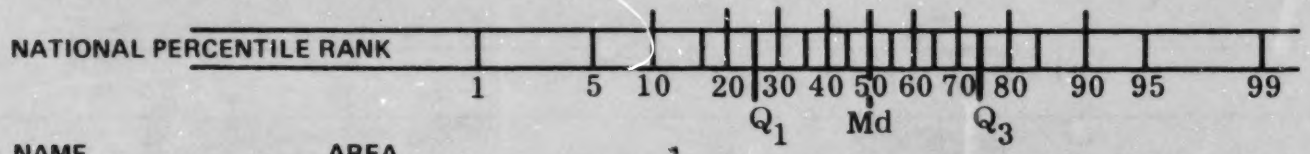
SCHOOL NAME	AREA			
Sligo Intermediate	1	41	63	86
Takoma Park Junior High	1	39	64	88
Tilden Intermediate	2	73	88	97
Julius West Middle	2	49	71	91
Westland Intermediate	2	64	85	96
White Oak Junior High	1	55	79	93
Earle B. Wood Junior High	2	56	78	92

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN, AND THIRD QUARTILE (Q3)— CALIFORNIA ACHIEVEMENT TESTS GRADE 11, TOTAL BATTERY, 1983-84



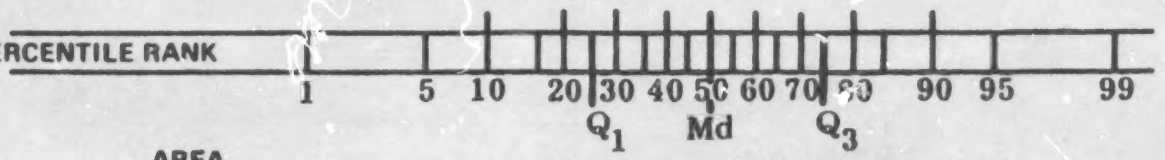
SCHOOL NAME	AREA	Q1	Md	Q3
Bethesda-Chevy Chase High	2	51	81	95
Montgomery Blair High	1	30	47	74
Winston Churchill High	2	71	90	97
Damascus High	3	45	71	89
Albert Einstein High	1	42	65	86
Gaithersburg High	3	40	66	86
Walter Johnson High	2	62	79	95
John F. Kennedy High	1	45	72	89
Col. Zadok Magruder High	3	50	71	91
Richard Montgomery High	2	37	61	82
Northwood High	1	48	72	88
Paint Branch High	1	53	75	90
Robert E. Peary High	2	48	71	88
Poolesville High	3	38	57	76
Rockville High	2	62	81	94

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN, AND THIRD QUARTILE (Q3)— CALIFORNIA ACHIEVEMENT TESTS GRADE 11, TOTAL BATTERY, 1983-84 (cont.)



SCHOOL NAME	AREA	
Seneca Valley High	3	57 — 80 — 93
Sherwood High	1	51 — 71 — 87
Springbrook High	1	54 — 77 — 91
Wheaton High	1	34 — 58 — 80
Walt Whitman High	2	77 — 93 — 98
Charles W. Woodward High	2	70 — 85 — 95
Thomas S. Wootton High	3	66 — 83 — 95

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT THE COUNTY'S FIRST QUARTILE (Q1), MEDIAN, AND THIRD QUARTILE (Q3)— CALIFORNIA ACHIEVEMENT TESTS, TOTAL BATTERY, 1983-84



SCHOOL NAME	AREA	
GRADE 3 COUNTY (CAT)		57 — 80 — 95
GRADE 5 COUNTY (CAT)		60 — 82 — 95
GRADE 8 COUNTY (CAT)		57 — 79 — 93
GRADE 11 COUNTY (CAT)		52 — 76 — 93

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Longitudinal Trends

The school longitudinal analysis presents the score trends of students tested in the same school twice. This testing was done in Grades 3 and 5. This analysis provides a better indication of possible program strengths and weaknesses than does a comparison of scores for groups of different students.[7] When scores for different students are compared, differences in their ability can confound any judgments about quality. That is, brighter students may score higher because of their own talents, not because their educational program is any better. Using the results for the same group of students at two grade levels eliminates this confounding factor.

The identification of a school as having good or poor score trends in a given year can be affected by some of the interpretive problems discussed in an earlier section of this report. If the school longitudinal group has a score decline or increase, it could be the result of test characteristics, not the quality of the school program. One reason for score changes could be that the norm group for the Grade 5 test had higher ability than did the norm group for the Grade 3 test. Thus, when students were assigned standardized scores (e.g., percentile ranks) in Grade 5, they were being comparedwith brighter students and did not appear to perform as well. Another reason for score changes could be that the content of the Grade 5 test was a better match to the MCPS curriculum. In this case students would have been taught more of the Grade 5 test-related content but not necessarily any more of the MCPS curriculum. Thus, their scores would have improved without their actually learning any more.

In an attempt to correct for the effect of test characteristics, a baseline for comparison has been established. This baseline is the average trend, countywide, for the students tested twice in the same school. This is being used on the assumption that, if these characteristics influence score trends, the county trend will indicate the amount of correction that is needed.

Substantial deviation (eight or more NCE points) from this baseline by a school trend is an indication of potential strength or weakness. School trends that are eight or more NCE points above the county trend will be indicated by a plus (+). School trends that are eight or more NCE points below the county trend will be indicated by a minus (-). When reviewing data formall groups (fewer than 30), one should use extra caution before reaching conclusions about program strengths and weaknesses. Mean scores for groups of fewer than 30 are somewhat unstable and can be unduly influenced by a few very high or very low scores. No results are reported for groups of fewer than 10 because of the extreme instability of mean scores for groups that size. County trends for students tested in the same school are summarized in Table 9. Also shown in that table are the differences required to indicate substantial change. Table 10 presents the longitudinal results from Grade 3 (1981) to 5 (1983) by school.

While longitudinal data have the advantage cited above, they should not be used to label schools as having good or poor programs but only as a "flag"

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7. The groups might be the current third grade and last year's third grade or the current third and fifth grades.

suggesting that a closer look needs to be taken. Judgment of the quality of a school program needs to be based on many things in addition to standardized test scores, no matter how well they are analyzed. Additionally, the statistic being used, difference scores, is somewhat unstable. For these reasons, the longitudinal results for a given school are often not consistent from year to year. That is, the method will generally not flag a school two years in a row. Thus, before a school is cited as having a good or a poor program based on longitudinal data, the results of several years need to be reviewed.

Table 11 presents a summary of six years of school longitudinal analyses. This makes it possible to see which schools are consistently identified as having good or poor programs. The table shows the subject areas and years in which each elementary school had a substantial deviation from the county longitudinal trend. The schools have been grouped into quarters based on the Grade 3 Total Battery score for the 1983-84 report group. If a school did not have scores in 1983-84, it was placed in the same quarter as last year. This grouping is helpful in evaluating results because there is a tendency for very high (low) scoring schools to have their scores go down (up) the next time they are tested.[8] Presenting the results for the similarly scoring schools together helps to determine if a school's trend is "what might be expected" (i.e., similar to schools that start at the same level) or if it is unusual for schools at that level and therefore merits special attention.

Tables 12 to 14 contain what will be called quasilongitudinal data. Table 12 shows the trends for students in paired schools. These students move as a group from one school to another between the Grade 3 testing and the Grade 5 testing. This occurs because at least one of the schools does not have both grades.

Tables 13 and 14 show the trends for students who were in consolidated schools. They moved as a group from one school to another because of school closings. These students will not be included in the school's regular longitudinal group. An example would be students who moved from the closed Hungerford Park to Beall. However, students who were in Beall (then W. Rockville) in Grade 3 are included in the Beall longitudinal data in Table 10. Table 13 contains results for schools consolidated in the 1982-83 school year and Table 14 contains results for those consolidated in the 1983-1984 school year.

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8. The statistical name for this phenomenon is regression effect. A review of the six years of school longitudinal results shows a slight regression effect. Schools that start off (Grade 3) in the top quarter tend to have an average trend that is a point or two lower than the county trend. Likewise schools that start in the bottom quarter tend to have an average trend a point or two higher than the county trend. However, there is considerable variation in the trends in both groups.

Table 9

County Means and Magnitude of Trend Needed to Indicate Substantial* Change for Longitudinal Results on the California Achievement Tests

	Fall 1981 Grade 3 NCE Mean	Fall 1983 Grade 5 NCE Mean	+ Substantial Increase	- Substantial Decrease
Total Reading	65	68	11	5
Total Language	69	74	13	3
Total Mathematics	68	72	12	4
Total Battery	69	73	12	4

*Substantial is defined as eight or more NCE points above or below the county trend.

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Table 10

California Achievement Tests Longitudinal Results for Students Tested in the Same School in Grade 3 (1981) and Grade 5 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Ashburton	425	3	32	68	80	69	82	75	88	74	87
		5	32	70	83	72	85	76	89	75	88
Bannockburn	420	3	29	74	87	78	91	73	86	75	88
		5	29	77	90	72-	85	77	90	78	91
Barnsley	505	3	43	68	80	74	87	75	38	74	87
		5	43	67	79	74	87	72	85	72	85
Beall	207	3	15	62	72	71	84	60	68	64	75
		5	15	61	70	75	88	69	82	70	83
Bells Mill	607	3	29	67	79	71	84	64	75	68	80
		5	29	71	84	78	91	71	84	74	87
Belmont	513	3	3[illegible]	74	87	82	94	74	87	78	91
		5	[illegible]3	74	87	80	92	73	86	77	90
Bel Pre	780	3	23	64	75	78	91	78	91	76	89
		5	23	68	80	81	93	73-	86	74	87
Bethesda	401	3	28	70	83	74	87	72	85	73	86
		5	28	76	89	82	94	77	90	80	92
Beverly Farms	226	3	45	67	79	71	84	78	91	75	88
		5	45	69	82	75	88	76	89	76	89
Bradley Hills	511	3	19	70	83	78	91	76	89	76	89
		5	19	71	84	83	94	81	93	80	92
Broad Acres	304	3	14	43	56	63	73	61	70	59	67
		5	14	63	73	68	80	70	83	68	80

Table 10 (continued)

California Achievement Tests Longitudinal Results for Students Tested in the Same School in Grade 3 (1981) and Grade 5 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Brookhaven	807	3	31	70	83	76	89	70	83	72	85
		5	31	65-	76	71-	84	74	87	71	84
Brown Station	559	3	55	61	70	61	70	63	73	63	73
		5	55	64	75	69	82	69	82	69	82
Burning Tree	419	3	43	79	92	86	96	90	97	89	97
		5	[illegible]	78	91	87	96	88	96	88	96
Burtonsville	302	3	21	62	72	73	86	72	85	71	84
		5	21	62	72	69-	82	69	82	67-	79
Candlewood	508	3	27	65	76	66	78	69	82	68	80
		5	27	64	75	71	84	68	80	69	82
Cannon Road	310	3	42	68	80	73	86	69	82	71	84
		5	42	79+	92	90+	97	89+	97	89+	97
Carderock Springs	604	3	32	79	92	78	91	84	95	84	95
		5	32	76	89	83	94	76-	89	80-	92
Cashell	311	3	50	68	80	72	85	62	72	67	79
		5	50	66	78	74	87	73	86	73	86
Cedar Grove	703	3	17	65	76	71	84	68	80	69	82
		5	17	65	76	70	83	70	83	71	84
Chevy Chase	403	3	45	66	78	69	82	73	86	72	85
		5	45	71	84	75	88	71	84	74	87
Clarksburg	101	3	38	65	76	68	80	65	76	67	79
		5	38	68	80	76	89	70	83	72	85

Table 10 (continued)

California Achievement Tests Longitudinal Results for Students Tested in the Same School in Grade 3 (1981) and Grade 5 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Cold Spring	238	3	43	72	85	80	92	81	93	80	92
		5	43	74	87	81	93	82	94	82	94
College Gardens	229	3	39	70	83	70	83	75	88	74	87
		5	39	75	88	77	90	77	90	78	91
Cresthaven	808	3	28	70	83	75	88	76	89	77	90
		5	28	73	86	78	91	74	87	77	90
Damascus	702	3	57	69	82	81	93	71	84	74	87
		5	57	71	84	77	90	74	87	76	89
Darnestown	351	3	40	68	80	66	78	70	83	70	83
		5	40	71	84	75	88	69	82	73	86
Diamond	570	3	69	69	82	75	88	68	80	71	84
		5	69	71	84	70	83	72	85	73	86
DuFief	241	3	46	68	80	72	85	72	85	73	86
		5	46	74	87	84	95	80	92	83	94
Fairland	303	3	38	65	76	71	84	67	79	69	82
		5	38	65	76	71	84	64	75	68	80
Fallsmead	233	3	35	68	80	73	86	75	88	75	88
		5	35	68	80	83	94	75	88	77	90
Farmland	219	3	36	75	88	80	92	72	85	76	89
		5	36	74	87	81	93	77	90	79	92
Fields Road	566	3	20	63	73	66	78	69	82	67	79
		5	20	72	85	76	89	75	88	76	89

Table 10 (continued)

California Achievement Tests Longitudinal Results for Students Tested in the Same School in Grade 3 (1981) and Grade 5 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Flower Valley	506	3	44	65	76	75	88	72	85	72	85
		5	44	72	85	84	95	71	84	76	89
Forest Knolls	803	3	24	59	67	66	78	65	76	64	75
		5	24	65	76	77	90	74	87	74	87
Fox Chapel	106	3	38	59	67	64	75	66	78	64	75
		5	38	61	70	68	80	65	76	65	76
Gaithersburg	553	3	48	63	73	62	72	66	78	65	76
		5	48	69	82	70	83	70	83	71	84
Galway	313	3	32	62	72	70	83	71	84	70	83
		5	32	66	78	70	83	75	88	72	85
Garrett Park	204	3	18	59	67	69	82	67	79	66	78
		5	18	72+	85	71	84	73	86	73	86
Georgian Forest	221	3	11	61	70	69	82	81	93	73	86
		5	11	63	73	75	88	78	91	73	86
Germantown	102	3	49	67	79	77	90	73	86	74	87
		5	49	67	79	72-	85	73	86	72	85
Glen Haven	767	3	17	52	54	59	67	51	52	53	56
		5	17	64+	75	74+	87	72+	85	71+	84
Glenallan	817	3	28	55	59	54	58	59	67	57	63
		5	28	63	73	68+	80	67	79	67	79
Greenwood	512	3	55	66	78	68	80	65	76	67	79
		5	55	68	80	77	90	77+	90	77	90

Table 10 (continued)

California Achievement Tests Longitudinal Results for Students Tested in the Same School in Grade 3 (1981) and Grade 5 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Harmony Hills	797	3	16	64	75	64	75	56	61	60	68
		5	16	60	68	61-	70	59	67	61	70
Highland	774	3	43	53	56	54	58	54	58	54	58
		5	43	60	68	68+	80	65	76	66+	78
Jackson Road	305	3	44	64	75	65	76	68	80	68	80
		5	44	70	82	78+	91	77	90	77	90
Kemp Mill	805	3	34	74	87	84	95	86	96	83	94
		5	34	67-	79	75-	88	73-	86	74-	87
Kensington-Parkwood	783	3	15	69	82	69	82	66	78	69	82
		5	15	73	86	73	86	74	87	75	88
Lakewood	209	3	28	76	89	74	87	81	93	82	94
		5	28	68-	80	77	90	74-	87	74-	87
Laytonsville	051	3	55	66	78	67	79	60	68	63	73
		5	55	66	78	72	85	71	84	71	84
Luxmanor	220	3	32	69	82	78	91	73	86	74	87
		5	32	73	86	76	89	79	93	78	91
Maryvale	210	3	32	43	37	44	39	47	44	44	39
		5	32	44	39	51	52	49	48	47	44
Meadow Hall	212	3	16	59	67	60	68	56	61	58	65
		5	16	62	72	63	73	57	63	61	70
Mill Creek Towne	556	3	56	66	78	69	82	72	85	71	84
		5	56	66	78	69	82	69	82	69	82

Table 10 (continued)

California Achievement Tests Longitudinal Results for Students Tested in the Same School in Grade 3 (1981) and Grade 5 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Monocacy	652	3	21	52	54	60	68	53	56	55	59
		5	21	56	61	57-	63	51	52	54	58
North Chevy Chase	415	3	21	63	73	67	79	70	83	67	79
		5	21	68	80	75	88	73	86	75	88
Oak View	766	3	13	60	68	58	65	61	70	62	72
		5	13	58	65	60	68	55-	59	59	67
Oakland Terrace	769	3	38	60	68	62	72	63	73	62	72
		5	38	65	76	69	82	61	70	66	78
Olney	502	3	36	66	78	70	83	68	80	69	82
		5	36	66	78	79	92	71	84	73	86
William Tyler Page	312	3	33	55	59	50	50	61	70	57	63
		5	33	64	75	65+	76	64	75	65	76
Pine Crest	761	3	32	70	83	69	82	64	75	69	82
		5	32	69	82	69	82	72	85	73	86
Poolesville	153	3	67	55	59	60	68	57	63	57	63
		5	67	61	70	63	73	61	70	62	72
Potomac	601	3	43	65	76	68	80	66	78	67	79
		5	43	65	76	66	78	66	78	67	79
Ritchie Park	227	3	50	72	85	82	94	76	89	78	91
		5	50	74	87	83	94	78	91	81	93
Rock Creek Forest	773	3	31	59	67	62	72	71	84	65	76
		5	31	72+	85	77+	90	73	86	75	88

Table 10 (continued)

California Achievement Tests Longitudinal Results for Students Tested in the Same School in Grade 3 (1981) and Grade 5 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Rock Creek Valley	819	3	32	64	75	69	82	79	92	74	87
		5	32	69	82	83+	94	81	93	80	92
Rock View	795	3	28	67	79	73	86	74	87	73	86
		5	28	70	83	70-	83	73	86	74	87
Rolling Terrace	771	3	21	50	50	57	63	49	48	51	52
		5	21	49	48	54-	58	56	61	53	56
Rosemont	555	3	23	58	65	77	90	63	73	64	75
		5	23	68	80	76	89	76+	89	76+	89
Seven Locks	603	3	17	62	72	70	83	70	83	67	79
		5	17	69	82	76	89	77	90	75	88
Sherwood	501	3	34	66	78	73	86	66	78	68	80
		5	34	66	78	73	86	72	85	72	85
Somerset	405	3	17	74	87	72	85	82	94	81	93
		5	17	69-	82	76	89	75-	88	75-	88
South Lake	564	3	36	53	56	56	61	62	72	58	65
		5	36	61	70	64	75	65	76	63	73
Stedwick	568	3	62	62	72	63	73	66	78	65	76
		5	62	69	82	74	87	79+	92	76	89
Stonegate	316	3	26	68	80	72	85	72	85	73	86
		5	26	70	83	77	90	73	86	75	88
Strathmore	822	3	17	54	58	54	58	62	72	58	65
		5	17	60	68	74+	87	65	76	66	78

Table 10 (continued)

California Achievement Tests Longitudinal Results for Students Tested in the Same School in Grade 3 (1981) and Grade 5 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Summit Hall	563	3	22	58	65	73	86	68	80	67	79
		5	22	60	68	63-	73	73	86	66	78
Travilah	216	3	24	62	72	58	65	61	70	61	70
		5	24	68	80	68	80	56-	61	63	73
Twinbrook	206	3	28	55	59	55	59	54	58	54	58
		5	28	59	67	66	78	60	68	61	70
Viers Mill	772	3	30	57	63	61	70	57	63	58	65
		5	30	57	63	72	85	66	78	65	76
Washington Grove	552	3	33	56	61	62	72	57	63	57	63
		5	33	66	78	80+	92	69+	82	72+	85
Watkins Mill	561	3	42	61	70	72	85	76	89	71	84
		5	42	66	78	70	83	72-	85	70	83
Wayside	235	3	41	70	83	73	86	69	82	71	84
		5	41	70	83	79	92	77	90	77	90
Weller Road	777	3	52	53	56	58	65	62	72	59	67
		5	52	62	72	66	78	70	83	67	79
Westbrook	408	3	30	76	89	80	92	70	83	74	87
		5	30	79	92	81	93	68	80	77	90
Westover	504	3	25	63	73	67	79	67	79	66	78
		5	25	68	80	75	88	75	88	74	87
Wheaton Woods	788	3	34	56	61	64	75	55	59	58	65
		5	35	56	61	61-	70	59	67	59	67

Table 10 (continued)

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California Achievement Tests Longitudinal Results for Students Tested in the Same School in Grade 3 (1981) and Grade 5 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Whetstone	558	3	39	69	82	76	89	68	80	72	85
		5	39	70	83	75	88	72	75	75	8
Wood Acres	417	3	24	74	87	74	87	75	88	76	89
		5	24	80	92	86	96	78	91	83	94
Woodfield	704	3	46	67	79	71	84	80	83	70	83
		5	46	70	83	82	94	81	93	79	92
Woodlin	764	3	20	68	80	65	76	59	67	64	75
		5	20	73	86	82+	94	69	82	75	88
Wyngate	422	3	57	74	87	75	88	70	83	74	87
		5	57	78	91	86	96	74	87	82	94

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Table 11
Schools With Substantial Longitudinal Trends in
Each of the Last Six Years - First Quarter

School	1978-79 No.	R	L	M	T	1979-80 No.	R	L	M	T	1980-81 No.	R	L	M	T	1981-82 No.	R	L	M	T	1982-83 No.	R	L	M	T	1983-84 No.	R	L	M	T
Ashburton	19			▨	▨	15	▨		▨	▨	23		▨			26					35					32				
Bannockburn	29					48					33					29			▨		29		▨	▨		29		▨		
Barnsley	59					52					41		■			54			■		39					43				
Belmont	52					73					61		■			58		■			32					33				
Bel Pre	24					34					28					27	■	■	■	■	35					23			▨	
Beverly Farms	56					50			■		46					45					33			▨		45				
Bradley Hills	31					39	▨				33	▨				26					23					19				
Burning Tree	22					55					53					50					48					43				
Carderock Sp.	38					42			▨		20					25					--					32			▨	▨
Cold Spring	62					91					65					58		■			39					43				
College Gardens	44					45					58					67					50					39				
Cresthaven	28					49					29					27					24					28				
Damascus	75		■			69					71					65					56		▨			57		▨		
Fallsmead	52					47					51			■		32					37		■			35				
Farmland	54					50					39	▨				38					38					36				
Germantown	33		▨	▨		47					71		▨	▨		51		▨			43		▨			49		▨		
Kemp Mill	41		▨	▨	▨	40			▨	▨	37			▨	▨	25	▨	▨	▨	▨	26			▨	▨	34		▨	▨	▨
Lakewood	40					52					42					38					31					28	▨		▨	▨
Luxmanor	44		■			36			■		30					23					26					32				
Ritchie Park	45					58					55					54					63					50				
Rock Creek Valley	42					64					56		■			43		■			27		■	■	■	42		■		
Somerset	34					36					27			▨		34					25			▨		17	▨		▨	▨
Westbrook	32			▨		42					35					31					29					30				
Wood Acres	27					46		■			38					42					28					24				
Wyngate	53					44					54					59					38					57				

No. - Number of students in longitudinal group
R - Reading
L - Language
M - Mathematics

T - Total Battery
■ - Substantial increase
▨ - Substantial decrease

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Table 11 (continued)
Schools With Substantial Longitudinal Trends in
Each of the Last Six Years - Second Quarter

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School	1978-79 No.	1978-79 R	1978-79 L	1978-79 M	1978-79 T	1979-80 No.	1979-80 R	1979-80 L	1979-80 M	1979-80 T	1980-81 No.	1980-81 R	1980-81 L	1980-81 M	1980-81 T	1981-82 No.	1981-82 R	1981-82 L	1981-82 M	1981-82 T	1982-83 No.	1982-83 R	1982-83 L	1982-83 M	1982-83 T	1983-84 No.	1983-84 R	1983-84 L	1983-84 M	1983-84 T
Bethesda	22					35					39					40					21					28				
Brookhaven	48					31					51	■				53					47					31	▨	▨		
Burtonsville	35					20	▨	▨	▨	▨	22					33					18			■		21		▨		▨
Cannon Road	66					48					57					46					35	■	■	■		42	■	■	■	■
Cedar Grove	27					30					33	■	■			29					26					17				
Chevy Chase	54					56					50					46					41					45				
Darnestown	27	■				55					48					44					44					40				
Diamond	62		▨			74					80					80					72	▨				69	▨			
DuFief	31					65					66					58					57					46				
Fairland	53		■			52					61					57					36					38				
Flower Valley	68					60					61					35					23					44				
Galway	37	■	■			42	■	■			45					35					26			■		32				
Georgian Forest	25	■	■	■		40					32					28					28	■				11				
Highland View	33		■			34					35			▨		19					19			▨		--				
Kensington-Parkwood	--					18					29	■				20					22					15				
Mill Creek Towne	57	▨				43					74					60	■				74					56				
Olney	44					56					50					50					41			▨		36				
Pine Crest	22		▨			45					45					41					29					32				
Rock View	--					36					34					36					29	■				28		▨		
Stonegate	42	■	■			42					52					30					68					26				
Watkins Mill	58					51					39					45	■				35					42			▨	
Wayside	57					61					55					52	■		■		47					41				
Whetstone	46					70					65			▨		50		▨			47					39				
Woodfield	43					41					56					65					39					46				

No. - Number of students in longitudinal group
R - Reading
L - Language
M - Mathematics

T - Total Battery
■ - Substantial increase
▨ - Substantial decrease

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Table 11 (continued)
Schools With Substantial Longitudinal Trends in
Each of the Last Six Years - Third Quarter

School	1978-79 No.	R	L	M	T	1979-80 No.	R	L	M	T	1980-81 No.	R	L	M	T	1981-82 No.	R	L	M	T	1982-83 No.	R	L	M	T	1983-84 No.	R	L	M	T
Beall	--					36					40					26					21			▓		15				
Bells Mill	37			▓		53					40					36					22					29				
Candlewood	59			▓		45					70					56					39					27				
Cashell	73	▒		▒	▒	76					66	▒				65			▓		52					50				
Clarksburg	23			▒		17					28					31					30			▒		38				
Fields Road	15					31					23					34					30			▓		20				
Forest Knolls	38					26					21		▓		▓	34					17					24				
Fox Chapel	56					47		▒			57					49			▒		49					38				
Gaithersburg	37					15					50					50					40					48				
Garrett Park	23					26					29					17					27	▓	▓			18	▓			
Greenwood	74					85					87					84					57					55			▓	
Jackson Road	39			▓		66			▓		65					59					38					44		▓		
North Chevy Chase	28	▓	▓		▓	35		▓			43					23			▒		--					21				
Potomac	68					54	▒			▒	78					65					47					43				
Rock Creek Forest	--					--					23					35					20					31	▓	▓		
Rosemont	16					27					23				▓	25					15		▓			23			▓	▓
Seven Locks	35					29					31					35					29					17				
Sherwood	59					67					53	▓		▓	▓	59					53					34				
Stedwick	63					69					87					66					63					62			▓	
Summit Hall	45			▒		45					49			▒		38					32	▒				22	▒			
Westover	37		▒			58					58					37					39					25				
Woodlin	--					--					--					--					20	▓				20	▓			

No. - Number of students in longitudinal group
R - Reading
L - Language
M - Mathematics
T - Total Battery
▓ - Substantial increase
▒ - Substantial decrease

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Table 11 (continued)
Schools With Substantial Longitudinal Trends in
Each of the Last Six Years - Fourth Quarter

School	1978-79 No.	1978-79 R	1978-79 L	1978-79 M	1978-79 T	1979-80 No.	1979-80 R	1979-80 L	1979-80 M	1979-80 T	1980-81 No.	1980-81 R	1980-81 L	1980-81 M	1980-81 T	1981-82 No.	1981-82 R	1981-82 L	1981-82 M	1981-82 T	1982-83 No.	1982-83 R	1982-83 L	1982-83 M	1982-83 T	1983-84 No.	1983-84 R	1983-84 L	1983-84 M	1983-84 T
Broad Acres	15					16					19					11					12					14				
Brown Station	33					43					50					49					56					55				
Glen Haven	35					47					39					48					30					17				
Glenallan	45					47					31					35					29					28				
Harmony Hills	50					43					34					44					19					16				
Highland	45					51					27					65					43					43				
Laytonsville	60					45					29					72					53					55				
Maryvale	45					50					47					46					30					32				
Meadow Hall	25					30					48					27					18					16				
Monocacy	27					16					21					25					25					21				
Oak View	23					27					34					31					12					13				
Oakland Terrace	39					43					50					49					43					38				
Page	42					42					35					21					38					33				
Poolesville	78					71					90					70					59					67				
Rolling Terrace	--					--					--					--					12					21				
South Lake	22					35					46					43					32					36				
Strathmore	37					28					32					34					15					17				
Travilah	33					38					43					40					37					24				
Twinbrook	39					45					51					38					47					28				
Viers Mill	52					41					52					39					41					30				
Washington Grove	43					43					40					35					38					33				
Weller Road	53					60					63					44					45					52				
Wheaton Woods	47					46					57					46					49					34				

No. - Number of students in longitudinal group
R - Reading
L - Language
M - Mathematics
T - Total Battery
▒ - Substantial increase
▨ - Substantial decrease

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Table 12

California Achievement Tests Results for Students Tested in Paired Schools in Grade 3 (1981) and Grade 5 (1983)

	School Number	Grade	Number Tested	TOTAL READING NCE Mean	TOTAL READING Percentile Rank of Mean	TOTAL LANGUAGE NCE Mean	TOTAL LANGUAGE Percentile Rank of Mean	TOTAL MATH NCE Mean	TOTAL MATH Percentile Rank of Mean	TOTAL BATTERY NCE Mean	TOTAL BATTERY Percentile Rank of Mean
East Silver Spring	756	3	22	50	50	50	50	54	58	52	54
Piney Branch	749	5	22	65	76	69	82	69	82	69	82
New Hampshire Estates	791	3	10	54	58	54	58	55	59	56	61
Highland View	784	5	10	37	27	52	54	63	73	50	50
Takoma Park	754	3	54	61	70	61	70	59	67	63	68
Piney Branch	749	5	54	67	79	69	82	69	82	69	82

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Table 13

California Achievement Tests Results for Students Tested in Grade 3 (1981) and Grade 5 (1983) in Schools That Were Consolidated in 1982-83

	School Number	Grade	Number Tested	TOTAL READING NCE Mean	TOTAL READING Percentile Rank of Mean	TOTAL LANGUAGE NCE Mean	TOTAL LANGUAGE Percentile Rank of Mean	TOTAL MATH NCE Mean	TOTAL MATH Percentile Rank of Mean	TOTAL BATTERY NCE Mean	TOTAL BATTERY Percentile Rank of Mean
Hungerford Park	214	3	28	62	72	62	72	73	86	69	82
Beall	207	5	28	68	80	77	90	75	88	75	88
Lynnbrook	409	3	11	59	67	59	67	59	67	68	68
Bethesda	401	5	11	62	72	70	83	69	82	68	80
Rollingwood	411	3	17	68	80	68	80	73	86	75	88
Chevy Chase	403	5	17	75	88	76	89	72	85	76	89
Congressional	218	3	10	55	59	55	59	74	87	70	83
Farmland	219	5	10	62	72	68	80	70	83	69	82
Four Corners	763	3	13	59	67	59	67	65	76	62	72
Forest Knolls	803	5	13	64	75	71	84	77	90	72	85
Saddlebrook	821	3	19	64	75	64	75	67	79	66	78
Glenallan	817	5	19	71	84	72	85	75	88	75	88
Kensington	751	3	11	64	75	64	75	72	85	73	86
Kensington-Parkwood	783	5	11	65	76	67	79	65	76	66	78
Lone Oak	205	3	13	62	72	62	72	54	58	59	67
Meadow Hall	212	5	13	62	72	70	83	63	73	65	76
Four Corners	763	3	19	61	70	61	70	73	86	67	79
Oak View	766	5	19	64	75	67	79	71	84	68	80
Pleasant View	765	3	18	55	59	55	59	52	54	54	48
Rock View	795	5	18	59	67	64	75	59	67	62	72
Brookmont	414	3	14	74	87	74	87	81	93	80	92
Wood Acres	417	5	14	77	90	84	95	76	89	81	93
Ayrlawn	421	3	11	52	54	52	54	57	63	56	61
Wyngate	422	5	11	63	73	80	83	63	73	66	78

Table 14

California Achievement Tests Results for Students Tested in Grade 3 (1981) and Grade 5 (1983) in Schools That Were Consolidated in 1983-84

	School Number	Grade	Number Tested	TOTAL READING NCE Mean	TOTAL READING Percentile Rank of Mean	TOTAL LANGUAGE NCE Mean	TOTAL LANGUAGE Percentile Rank of Mean	TOTAL MATH NCE Mean	TOTAL MATH Percentile Rank of Mean	TOTAL BATTERY NCE Mean	TOTAL BATTERY Percentile Rank of Mean
Georgetown Hill	221	3	13	86	96	86	96	83	94	87	96
Bells Mill	607	5	13	77	90	91	97	86	96	89	97
Georgetown Hill	221	3	19	79	92	79	92	74	87	78	91
Beverly Farms	226	5	19	71	84	77	90	73	86	75	88
Cloverly	308	3	27	62	72	62	72	60	68	62	72
Burtonsville	302	5	27	66	78	71	84	70	83	70	83
Rocking Horse Road	785	3	25	56	61	56	61	52	54	57	63
Viers Mill	772	5	25	54	58	65	76	55	59	58	65
Lake Normandy	231	3	23	72	85	72	85	72	85	74	87
Wayside	235	5	23	74	87	75	88	77	90	77	90
Connecticut Park	779	3	14	63	73	63	73	59	67	63	73
Wheaton Woods	788	5	14	61	70	61	70	62	72	62	72

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Across-School Longitudinal Results

For the first time data are available to trace the score patterns of students as they move from elementary to junior/intermediate/middle (J/I/M) schools and from J/I/M schools to senior high schools. This has been done by using the results for students tested in both fifth (1980) and eighth (1983) grades or eighth (1980) and eleventh (1983) grades. The average scores for these students in feeder and receiving schools are reported in Tables 16 and 18. The results are grouped by receiving school, and receiving schools are listed in alphabetical order. For each receiving school, the major feeder schools are listed alphabetically.

The results reported in this section can be interpreted in a manner similar to that in the previous section. The trends from feeder to receiving schools are compared with the county average trends which are reported in Tables 15 and 17. Those groups whose trend is substantially above or below the county trend are indicated by a "+" or "-", respectively.

Table 15

County Means and Magnitude of Trend Needed to Indicate Substantial* Change for Longitudinal School Results on the California Achievement Tests, Grades 5 to 8

	Fall 1980 Grade 5 NCE Mean	Fall 1983 Grade 8 NCE Mean	Substantial Increase	Substantial Decrease
Total Reading	65	68	11	5
Total Language	69	68	7	9
Total Mathematics	66	69	11	5
Total Battery	68	69	9	7

*Substantial is defined as eight or more NCE points above or below the county trend.

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Table 16

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 5 (1980) and Grade 8 (1983)

School	School Number	Grade	Number Tested	Total Reading		Total Language		Total Math		Total Battery	
				NCE	PR	NCE	PR	NCE	PR	NCE	PR
Cedar Grove	703	5	37	66	78	71	84	62	72	67	79
Baker	705	8	37	71	84	68	80	69	82	71	84
Clarksburg	101	5	33	60	68	59	67	59	67	60	68
Baker	705	8	33	63	73	61	70	64	75	64	75
Damascus	702	5	75	57	63	62	72	64	75	61	70
Baker	705	8	75	59	67	60	68	66	78	63	73
Laytonsville	051	5	15	67	79	67	79	73	86	72	85
Baker	705	8	15	68	80	65	76	75	88	71	84
Woodfield	704	5	69	66	78	79	92	71	84	73	86
Baker	705	8	69	66	78	69-	82	71	84	70	83
Burtonsville	302	5	25	69	82	73	86	69	82	72	85
Banneker	333	8	25	69	82	65	76	72	85	70	83
Cloverly	308	5	67	65	76	71	84	64	75	67	79
Banneker	333	8	67	66	78	62-	72	68	80	66	78
Fairland	303	5	65	69	82	74	87	71	84	72	85
Banneker	333	8	65	71	84	71	84	75	88	74	87
Galway	313	5	48	66	78	66	78	68	80	69	82
Banneker	333	8	48	67	79	69	82	74	87	71	84
Page	312	5	35	64	75	68	80	70	83	69	82
Banneker	333	9	35	72	85	70	83	74	87	74	87
Bells Mill	607	5	35	72	85	82	94	76	89	78	91
Cabin John	606	8	35	75	88	73-	86	78	91	77	90
Georgetown Hill	221	5	21	70	83	75	88	75	88	75	88
Cabin John	606	8	21	73	86	79	92	80	92	78	91
Lake Normandy	231	5	21	76	89	79	92	79	92	81	93
Cabin John	606	8	21	78	91	81	93	81	93	82	94
Potomac	601	5	67	72	85	79	92	79	92	80	92
Cabin John	606	8	67	74	87	77	90	79	92	79	92
Seven Locks	603	5	32	74	87	79	92	71	84	75	88
Cabin John	606	8	32	76	89	76	89	77	90	77	90

Table 16 (continued)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 5 (1980) and Grade 8 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE	Total Reading PR	Total Language NCE	Total Language PR	Total Math NCE	Total Math PR	Total Battery NCE	Total Battery PR
Brookview	307	5	16	48	46	59	67	47	44	50	50
Eastern	775	8	16	55	59	54	58	54	58	55	59
Forest Knolls	803	5	16	67	79	78	91	70	83	74	87
Eastern	775	8	16	74	87	72	85	75	88	75	88
Highland View	784	5	30	64	75	68	80	54	58	62	72
Eastern	775	8	30	69	82	64	75	64	75	67	79
Oak View	766	5	45	59	67	61	70	61	70	61	70
Eastern	775	8	45	61	70	59	67	62	72	61	70
Pine Crest	761	5	33	63	73	64	75	56	61	60	68
Eastern	775	8	33	65	76	61	70	58	65	61	70
Belmont	513	5	58	68	80	69	82	62	72	67	79
Farquhar	507	8	58	66	78	64	75	67	79	66	78
Greenwood	512	5	86	64	75	69	82	64	75	67	79
Farquhar	507	8	86	66	78	65	76	70	83	68	80
Olney	502	5	42	63	73	68	80	62	72	64	75
Farquhar	507	8	42	64	75	64	75	67	79	66	78
Sherwood	501	5	60	63	73	67	79	68	80	67	79
Farquhar	507	8	60	64	75	61	70	66	78	65	76
Cold Spring	238	5	56	68	80	70	83	77	90	75	88
Frost	237	8	56	74	87	75	88	76	89	77	90
DuFief	241	5	62	65	76	69	82	66	78	67	79
Frost	237	8	62	68	80	69	82	71	84	70	83
Fallsmead	233	5	52	68	80	78	91	78	91	77	90
Frost	237	8	52	73	86	76	89	80	92	78	91
Lakewood	209	5	34	70	83	74	87	69	82	73	86
Frost	237	8	34	76	89	80	92	82+	94	82+	94
Ritchie Park	227	5	55	72	85	76	89	72	85	76	89
Frost	237	8	55	74	87	76	89	75	88	87	89

Table 16 (continued)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 5 (1980) and Grade 8 (1983)

School	School Number	Grade	Number Tested	Total Reading		Total Language		Total Math		Total Battery	
				NCE	PR	NCE	PR	NCE	PR	NCE	PR
Travilah	216	5	35	64	75	68	80	62	72	65	76
Frost	238	8	35	67	79	67	79	70	83	70	83
Gaithersburg	553	5	57	57	63	59	67	56	61	57	63
Gaithersburg Jr.	554	8	57	55	59	56	61	57	63	56	61
Laytonsville	051	5	50	65	76	67	79	72	85	70	83
Gaithersburg Jr.	554	8	50	64	75	65	76	68	80	66	78
Rosemont	555	5	22	62	72	72	85	66	78	68	80
Gaithersburg Jr.	554	8	22	64	75	61	70	65	76	65	76
South Lake	564	5	21	67	79	66	78	62	72	66	78
Gaithersburg	554	8	21	68	80	67	79	65	76	67	79
Summit Hall	563	5	42	66	78	66	78	64	75	66	78
Gaithersburg Jr.	554	8	42	65	76	67	79	67	79	68	80
Washington Grove	552	5	35	62	72	68	80	59	67	61	70
Gaithersburg Jr.	554	8	35	64	75	66	78	62	72	64	75
Beverly Farms	226	5	48	70	83	75	88	72	85	74	87
Hoover	228	8	48	74	87	76	89	79	92	78	91
Georgetown Hill	221	5	43	72	85	77	90	74	87	76	89
Hoover	228	8	43	75	88	76	89	77	89	78	91
Lake Normandy	231	5	42	74	87	72	85	79	92	77	90
Hoover	228	8	42	78	91	70	83	80	92	78	91
Wayside	235	5	43	72	85	76	89	77	90	77	90
Hoover	228	8	43	75	88	74	87	78	91	78	91
Brown Station	559	5	15	63	73	65	76	64	75	64	75
King	107	8	15	62	72	62	72	64	75	64	75
Fox Chapel	106	5	52	65	76	73	86	74	87	73	86
King	107	8	52	67	79	72	85	73	86	72	85
Germantown	102	5	65	63	73	63	73	62	72	64	75
King	107	8	65	63	73	61	70	67	79	65	76

Table 16 (continued)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 5 (1980) and Grade 8 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE	Total Reading PR	Total Language NCE	Total Language PR	Total Math NCE	Total Math PR	Total Battery NCE	Total Battery PR
Arcola	790	5	14	67	79	77	90	69	82	72	85
Lee	818	8	14	71	84	71	84	74	87	74	87
Bel Pre	780	5	25	58	65	64	75	62	72	61	70
Lee	818	8	25	61	70	62	72	63	73	63	73
Georgian Forest	786	5	26	60	68	64	75	62	72	62	72
Lee	818	8	26	59	67	65	76	61	70	61	70
Glen Haven	767	5	24	58	65	62	72	55	59	59	67
Lee	818	8	24	65	76	66	78	65	76	66	78
Harmony Hills	797	5	12	64	75	63	73	68	80	67	79
Lee	818	8	12	64	75	63	73	64	75	65	76
Kemp Mill	805	5	30	69	82	72	85	70	83	72	85
Lee	818	8	30	70	83	70	83	72	85	72	85
Saddlebrook	821	5	30	62	72	65	76	63	73	64	75
Lee	818	8	30	65	76	61	70	65	76	64	75
Strathmore	822	5	36	53	56	56	61	57	63	56	61
Lee	818	8	36	57	63	62	72	61	70	60	68
South Lake	564	5	21	61	70	62	72	58	65	62	72
Montgomery Village	557	8	21	65	76	61	70	59	67	63	73
Stedwick	568	5	78	69	82	73	86	67	79	70	83
Montgomery Village	557	8	78	71	84	69	82	71	84	72	85
Watkins Mill	561	5	40	62	72	60	68	63	73	63	73
Montgomery Village	557	8	40	64	75	62	72	64	75	64	75
Whetstone	558	5	58	70	83	71	84	68	80	71	84
Montgomery Village	557	8	58	74	87	71	84	71	84	74	87
Brookhaven	807	5	41	67	79	72	85	69	82	71	84
Parkland	812	8	41	65	76	66	78	66	78	66	78
Connecticut Park	779	5	40	63	73	69	82	64	75	65	76
Parkland	812	8	40	62	72	63	73	66	78	65	76
Harmony Hills	797	5	21	61	70	60	68	67	79	64	75
Parkland	812	8	21	60	68	65	76	66	78	64	75

Table 16 (continued)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 5 (1980) and Grade 8 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE	Total Reading PR	Total Language NCE	Total Language PR	Total Math NCE	Total Math PR	Total Battery NCE	Total Battery PR
Rocking Horse Road	785	5	24	57	63	59	67	57	63	58	65
Parkland	812	8	24	58	65	62	72	60	68	61	70
Viers Mill	772	5	43	56	61	65	76	60	68	62	72
Parkland	812	8	43	57	63	64	75	62	72	62	72
Weller	777	5	66	58	65	59	67	58	65	58	65
Parkland	812	8	66	59	67	60	68	59	67	60	68
Wheaton Woods	788	5	51	61	70	60	68	56	61	59	67
Parkland	812	8	51	62	72	61	70	64	75	63	73
Monocacy	652	5	14	61	70	62	72	64	75	63	73
Poolesville	152	8	14	59	67	59	67	65	76	62	72
Poolesville Elem.	153	5	75	60	68	61	70	56	61	59	67
Poolesville	152	8	75	60	668	57	63	63	73	61	70
Bannockburn	420	5	41	76	89	77	90	77	90	79	82
Pyle	428	8	41	81	93	78	91	80	92	82	94
Bethesda	401	5	18	71	84	81	93	77	90	79	92
Pyle	428	8	18	79	92	83	94	81	93	82	94
Bradley Hills	410	5	31	75	88	80	92	80	92	81	93
Pyle	428	8	31	79	92	82	94	78	91	81	93
Brookmont	414	5	43	77	90	79	92	79	92	80	92
Pyle	428	8	43	80	92	80	92	78	91	81	93
Burning Tree	419	5	68	81	93	86	96	83	94	86	96
Pyle	428	8	68	85	95	88	96	85	95	87	96
Carderock Springs	604	5	23	70	83	83	94	74	87	77	90
Pyle	428	8	23	77	90	76	89	75	88	78	91
Radnor	416	5	18	78	91	80	92	74	87	78	91
Pyle	428	8	18	84	95	81	93	71	84	80	92
Westbrook	408	5	10	84	95	81	93	75	88	82	94
Pyle	428	8	10	84	95	79	92	78	91	82	94
Wood Acres	417	5	37	77	90	81	93	73	86	79	92
Pyle	428	88	37	81	93	78	91	78	91	81	93

Table 16 (continued)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 5 (1980) and Grade 8 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE	Total Reading PR	Total Reading NCE	Total Reading PR	Total Language NCE	Total Language PR	Total Language NCE	Total Language PR
Brown Station	559	5	31	66	78	72	85	67	79	68	80
Ridgeview	105	8	31	70	83	68	80	67	79	68	80
Darnestown	351	5	64	72	85	76	89	76	89	76	89
Ridgeview	105	8	54	73	86	71	84	73	86	74	87
Diamond	570	5	81	68	80	72	85	70	83	71	84
Ridgeview	105	8	81	71	84	69	82	72	85	72	85
Fields Road	566	5	30	66	78	70	83	66	78	68	80
Ridgeview	105	8	30	68	80	66	78	65	76	67	79
Forest Grove	768	5	17	67	79	71	84	69	82	72	85
Sligo	778	8	17	70	83	69	82	71	84	72	85
Glenallan	817	5	35	62	72	57	63	60	68	60	68
Sligo	778	8	35	66	78	63	73	64	75	65	76
Highland	774	5	60	51	52	56	61	56	61	55	59
Sligo	778	8	60	56	61	54	58	59	67	56	61
Oakland Terrace	769	5	42	67	79	65	76	64	75	66	78
Sligo	778	8	42	66	78	63	73	67	79	67	79
Pleasant View	765	5	27	63	73	57	63	59	67	60	68
Sligo	778	7	27	64	75	61	70	61	70	62	72
Rock View	795	5	31	66	78	69	82	66	78	69	82
Sligo	778	7	31	66	78	69	82	68	80	69	82
Woodside	752	5	21	52	54	51	52	52	54	51	52
Sligo	778	8	21	55	59	54	58	54	58	54	58
Highland	784	5	17	56	61	63	73	48	46	54	58
Takoma Park	755	8	17	64	75	69	82	64+	75	65+	76
Piney Branch	749	5	62	62	72	61	70	54	58	59	67
Takoma Park	755	8	62	65	76	67	79	67+	79	68+	80

Table 16 (continued)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 5 (1980) and Grade 8 (1983)

School	School Number	Grade	Number Tested	Total Reading		Total Language		Total Math		Total Battery	
				NCE	PR	NCE	PR	NCE	PR	NCE	PR
Ashburton	425	5	47	65	76	61	70	67	79	65	76
Tilden	232	8	47	73	86	69+	82	76	89	74+	87
Congressional	218	5	17	66	78	72	85	71	84	71	84
Tilden	232	8	17	70	83	71	84	79	82	76	89
Farmland	219	5	39	78	91	85	95	84	95	86	96
Tilden	232	8	39	83	94	81	93	86	96	85	95
Garrett Park	204	5	29	67	79	69	82	65	76	67	79
Tilden	232	8	29	73	86	73	86	74	87	75	88
Kensington	751	5	13	59	67	65	76	59	67	62	72
Tilden	232	8	13	61	70	68	80	63	73	64	75
Kensington-Parkwood	783	5	18	66	78	72	85	71	84	71	84
Tilden	232	8	18	72	85	72	85	77	90	75	88
Luxmanor	220	5	32	78	91	87	96	80	92	84	95
Tilden	232	8	32	78	91	83	94	82	94	83	94
Wyngate	422	5	49	79	92	80	92	77	90	81	93
Tilden	232	8	49	84	95	83	94	80	92	85	95
Beall	207	5	36	60	68	59	67	61	70	60	68
Julius West	211	8	36	62	72	62	72	62	72	62	72
College Gardens	229	5	58	67	79	72	85	70	83	71	84
Julius West	211	8	58	70	83	70	83	69	82	71	84
Hungerford Park	214	5	33	63	73	65	76	61	70	64	75
Julius West	211	8	33	68	80	65	76	69	82	69	82
Lone Oak	205	5	10	55	59	54	58	59	67	56	61
Julius West	211	8	10	61	70	59	67	67	79	62	72
Twinbrook	206	5	41	61	70	63	73	66	78	65	76
Julius West	211	8	41	60	68	62	72	64	75	62	72

Table 16 (continued)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 5 (1980) and Grade 8 (1983)

School	School Number	Grade	Number Tested	Total Reading		Total Language		Total Math		Total Battery	
				NCE	PR	NCE	PR	NCE	PR	NCE	PR
Bethesda	401	5	22	70	83	72	85	63	73	69	82
Westland	412	8	22	78	91	78	91	76+	89	79+	92
Chevy Chase	403	5	55	65	76	69	82	71	84	70	83
Westland	412	8	55	73	86	74	87	73	86	75	88
Kensington-Parkwood	783	5	13	56	61	62	72	56	61	57	63
Westland	412	8	13	64	75	69	82	59	67	64	75
Lynnbrook	409	5	14	64	75	65	76	62	72	64	75
Westland	412	8	14	68	80	66	78	64	75	66	78
N. Chevy Chase	415	5	48	69	82	71	84	68	80	71	84
Westland	412	8	48	75	88	76	89	76	89	76	89
Rock Creek Forest	773	5	16	68	80	66	78	65	76	67	79
Westland	412	8	16	66	78	68	80	64	75	66	78
Rollingwood	411	5	17	72	85	73	86	72	85	74	87
Westland	412	8	17	79	92	81+	93	80	92	82	94
Somerset	405	3	3	70	83	70	83	72	85	72	85
Westland	412	8	30	74	87	73	86	74	87	75	88
Westbrook	408	5	23	70	83	73	86	66	78	70	83
Westland	412	8	23	75	88	77	90	77+	90	78	91
Broad Acres	304	5	16	55	59	63	73	51	52	55	59
White Oak	811	8	16	61	70	59	67	66+	78	63	73
Cannon Road	310	3	61	65	76	71	84	69	82	70	83
White Oak	811	5	61	67	79	69	82	71	84	70	83
Cloverly	308	5	12	61	70	67	79	64	75	67	79
White Oak	811	8	12	66	78	61	70	76+	89	70	83
Cresthaven	808	5	33	66	78	67	79	63	73	66	78
White Oak	811	8	33	68	80	66	78	73	86	70	83
Jackson Road	305	5	64	68	80	72	85	74	87	73	86
White Oak	811	8	64	70	83	67	79	76	89	74	87
Stonegate	316	5	56	70	83	74	87	75	88	75	88
White Oak	811	8	56	70	83	71	84	79	92	75	88

Table 16 (continued)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 5 (1980) and Grade 8 (1983)

School	School Number	Grade	Number Tested	Total Reading		Total Language		Total Math		Total Battery	
				NCE	PR	NCE	PR	NCE	PR	NCE	PR
Westover	504	5	48	66	78	71	84	68	80	69	82
White Oak	811	8	48	67	79	66	78	70	83	69	82
Barnsley	505	5	57	66	78	75	88	73	86	72	85
Wood	820	8	57	70	83	69	82	70	83	71	84
Flower Valley	506	5	45	69	82	72	85	75	88	73	86
Wood	820	8	45	72	85	72	85	72	85	73	86
Lone Oak	205	5	17	60	68	61	70	57	63	58	65
Wood	820	8	17	62	72	56	61	61	70	60	68
Maryvale	210	5	37	46	42	45	41	45	41	44	39
Wood	820	8	37	51	52	48	46	52	54	50	50
Meadow Hall	212	5	40	59	67	55	59	57	63		
Wood	820	8	40	61	70	57	63	56	61	59	67

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Table 17

County Means and Magnitude of Trend Needed
to Indicate Substantial* Change for
Longitudinal School Results on the
California Achievement Tests, Grades 8 to 11

	Fall 1980 Grade 8 NCE Mean	Fall 1983 Grade 11 NCE Mean	Substantial Increase	Substantial Decrease
Total Reading	66	67	9	7
Total Language	67	66	7	9
Total Mathematics	67	66	7	9
Total Battery	68	67	7	9

*Substantial is defined as eight or more NCE points above or below the county trend.

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Table 18

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 8 (1980) and Grade 11 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE	Total Reading PR	Total Language NCE	Total Language PR	Total Math NCE	Total Math PR	Total Battery NCE	Total Battery PR
Leland	404	8	190	68	80	69	82	67	79	69	82
BCC	406	11	190	68	80	71	84	68	80	70	83
Westland	412	8	45	76	89	84	95	73	86	79	92
BCC	406	11	45	78	91	81	93	77	90	80	92
Eastern	775	8	67	62	72	63	73	61	70	62	72
Blair	757	11	67	62	72	61	70	57	63	60	68
Key	311	8	21	44	39	47	44	48	46	46	42
Blair	757	11	21	43	37	48	46	46	42	46	42
Sligo	778	8	31	61	70	61	70	57	63	59	67
Blair	757	11	31	60	68	56	61	57	63	58	65
Takoma Jr.	755	8	82	54	58	55	59	56	61	55	59
Blair	757	11	82	54	58	54	58	54	58	54	58
Cabin John	606	8	201	71	84	74	87	72	85	73	86
Churchill	602	11	201	73	86	77	90	71	84	76	89
Hoover	228	8	195	73	86	74	87	74	87	75	88
Churchill	602	11	195	75	88	76	89	75	88	77	90
Baker	705	8	195	63	73	65	76	67	79	66	78
Damascus	701	11	195	61	70	64	75	64	75	64	75
Newport Middle	792	8	125	65	76	60	68	56	61	60	68
Einstein	789	11	125	67	79	59	67	59	67	62	72
Gaithersburg Jr.	554	8	152	60	68	60	68	62	72	61	70
Gaithersburg High	551	11	152	61	70	59	67	60	68	61	70
Montgomery Village	557	8	68	61	70	59	67	61	70	61	70
Gaithersburg High	551	11	68	62	72	58	65	60	68	60	68
Ridgeview	105	8	18	48	46	48	46	49	48	49	48
Gaithersburg High	551	11	18	48	46	49	48	51	52	48	46

Table 18 (continued)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 8 (1980) and Grade 11 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE	Total Reading PR	Total Language NCE	Total Language PR	Total Math NCE	Total Math PR	Total Battery NCE	Total Battery PR
Leland	404	8	24	63	73	63	73	60	68	62	72
Walter Johnson	424	11	24	61	70	61	70	59	67	61	70
N. Bethesda Jr.	413	8	121	75	88	76	89	74	87	76	89
Walter Johnson	424	11	121	74	87	73	86	72	85	75	88
Argyle Jr.	823	8	141	65	76	63	73	65	76	66	78
Kennedy	815	11	141	65	76	64	75	64	75	65	76
Lee	818	8	101	69	82	69	82	69	82	70	83
Kennedy	815	11	101	67	79	67	79	68	80	69	82
Redland	562	8	203	65	76	65	76	63	73	65	76
Magruder	510	11	203	65	76	66	78	65	76	66	78
Broome Middle	213	8	58	55	59	53	56	57	63	55	59
Richard Montgomery	201	11	58	56	61	51	52	56	61	54	58
Julius West	211	8	137	66	78	66	78	67	79	68	80
Richard Montgomery	201	11	137	66	78	63	73	67	79	66	78
Eastern	775	8	26	72	85	72	85	70	83	73	86
Northwood	796	11	26	71	84	70	83	69	82	71	84
Lee	818	8	13	62	72	66	78	65	76	65	76
Northwood	796	11	13	63	73	67	79	64	75	65	76
Sligo	778	8	113	64	75	64	75	61	70	63	73
Northwood	796	11	113	62	72	64	75	62	72	63	73
Banneker	333	8	195	67	79	66	78	68	80	68	80
Paint Branch	315	11	195	67	79	66	78	66	78	67	79
Key	311	8	59	65	76	67	79	68	80	68	80
Paint Branch	315	111	59	65	76	67	79	63	73	66	78
Parkland	812	8	159	63	73	66	78	64	75	64	75
Peary	806	11	159	63	73	66	78	62	72	64	75

Table 18 (continued)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 8 (1980) and Grade 11 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE	Total Reading PR	Total Language NCE	Total Language PR	Total Math NCE	Total Math PR	Total Battery NCE	Total Battery PR
Poolesville	152	8	85	56	61	56	61	62	72	58	65
Poolesville	152	11	85	56	61	53	56	58	65	56	61
Broome	213	8	90	60	68	58	65	60	68	59	67
Rockville	230	11	90	60	68	57	63	62	72	59	67
Wood	820	8	230	71	84	74	87	74	87	74	87
Rockville	230	11	230	71	84	74	87	75	88	74	87
Montgomery Village	557	8	143	71	84	71	84	72	85	73	86
Seneca Valley	104	11	143	73	86	[illegible]	3	72	85	74	87
Ridgeview	105	8	265	64	75	66	78	65	76	66	78
Seneca Valley	104	11	265	66	78	65	76	65	76	66	78
Farquhar	507	8	212	61	70	61	70	64	75	63	73
Sherwood	503	11	212	60	68	63	73	63	73	63	73
Key	311	8	88	67	79	69	82	69	82	70	83
Springbrook	798	11	88	66	78	68	80	65	76	68	80
White Oak	811	8	220	69	82	69	82	69	82	70	83
Springbrook	798	11	220	69	82	67	79	67	79	69	82
Belt	787	8	181	60	68	65	76	60	68	62	72
Wheaton	782	11	181	56	61	60	68	59	67	59	67
Pyle	428	8	245	80	92	79	92	80	92	82	94
Whitman	427	11	245	82	94	79	92	80	92	82	94
Westland	412	8	74	73	86	78	91	69	82	73	86
Whitman	427	11	74	76	89	75	88	72	85	75	88
Tilden	232	8	140	73	86	75	88	76	89	76	89
Woodward	222	11	140	76	89	77	90	75	88	77	90
Frost	237	8	288	71	84	72	85	73	86	73	86
Wootton	234	11	288	73	86	68	80	73	86	73	86

Nonlongitudinal Trends

Trends of scores between groups of students tested in a school only once (Grade 3 or Grade 5) are reported in Table 20. These nonlongitudinal data are analyzed in a way similar to the school longitudinal data. The county trend for students tested in a school only once (shown in Table 19) is used as a baseline against which to evaluate the magnitude of the school trend. A trend substantially above (+) or below (-) the county trend in any school is probably an indication of a population shift in that school. If either group in a school has fewer than 10 students, no results are reported for that school.

Some of the students in the nonlongitudinal groups are from consolidated schools whose third grade school is closed. These students are also included in Table 13 or 14, which shows results for them alone, not mixed with other new fifth graders.

Table 21 contains a summary of six years of school nonlongitudinal analysis. This table has the same format as Table 11. Schools are grouped into quarters according to their 1983-84 group Grade 3 nonlongitudinal score. If the school did not have any 1983-84 data, it was placed in the same quarter as last year. No data are presented for a school in a year if there were fewer than 10 students in the third and/or fifth grade group.

Table 19

County Means and Magnitude of Trend Needed to Indicate Substantial* Change for Nonlongitudinal School Results on the California Achievement Tests, Grades 3 to 5

	Fall 1981 Grade 3 NCE Mean	Fall 1983 Grade 5 NCE Mean	Substantial Increase	Substantial Decrease
Total Reading	58	62	12	4
Total Language	62	67	13	3
Total Mathematics	60	66	14	2
Total Battery	60	66	14	2

*Substantial is defined as eight or more NCE points above or below the county trend.

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Table 20

California Achievement Tests Nonlongitudinal Results for Students Tested in A School Only in Grade 3 (1981) or Grade 5 (1983).

School	School Number	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Ashburton	425	3	20	68	80	70	83	76	89	74	87
		5	27	63-	73	71	84	76	89	71-	84
Bannockburn	420	3	12	75	88	89	97	71	84	76	89
		5	12	64-	75	66-	78	79	92	72-	85
Beall	207	3	14	58	65	63	73	56	61	59	67
		5	63	62	72	71	84	72+	85	69	82
Bells Mill	607	3	12	69	82	72	85	62	72	68	80
		5	28	75	88	87+	96	83+	94	86+	96
Bethesda	401	3	11	64	75	69	82	67	79	68	80
		5	33	61	70	67	79	66	78	65-	76
Broad Acres	304	3	16	44	39	51	52	55	59	49	48
		5	17	54	58	59	67	68	80	60	68
Brookhaven	807	3	16	61	70	64	75	63	73	63	73
		5	17	61	70	69	82	64	75	64	75
Brown Station	559	3	35	55	59	55	59	55	59	56	61
		5	34	66	78	70+	83	68+	80	70+	83
Candlewood	508	3	16	47	44	53	56	49	48	48	46
		5	21	61+	70	62	72	64+	75	63+	73
Cashell	511	3	10	61	70	65	76	63	73	62	72
		5	28	68	80	74	87	73	86	73	86
Chevy Chase	403	3	18	55	59	56	61	51	52	54	58
		5	43	64	75	68	80	65+	76	66	78

Table 20 (continued)

California Achievement Tests Nonlongitudinal Results for Students Tested in A School Only in Grade 3 (1981) or Grade 5 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Clarksburg	101	3	13	44	39	41	33	42	35	40	32
		5	20	69+	82	71+	84	66+	78	69+	82
Damascus	702	3	19	66	78	72	85	63	73	67	79
		5	14	58-	65	65-	76	65	76	63-	73
Diamond	570	3	16	52	54	58	65	53	56	54	58
		5	20	58	65	57	63	59	67	59	67
DuFief	241	3	15	49	48	56	61	54	58	52	54
		5	14	66+	78	71+	84	70+	83	70+	83
Fairland	303	3	10	61	70	64	75	52	54	58	65
		5	34	68	80	72	85	65	76	70	83
Fields Road	566	3	20	59	67	61	70	62	72	61	70
		5	14	57	63	61	70	56-	61	57-	63
Forest Knolls	803	3	12	56	61	61	70	60	68	59	67
		5	20	63	73	74+	87	75+	88	71	84
Fox Chapel	106	3	18	49	48	56	61	51	52	52	54
		5	43	59	67	64	75	60	68	62	72
Gaithersburg	553	3	32	52	54	51	52	50	50	51	52
		5	38	57	63	60	68	61	70	59	67
Galway	313	3	10	41	33	45	41	43	37	42	35
		5	14	55+	59	58+	65	56	61	57+	63
Garrett Park	204	3	12	61	70	69	82	66	78	66	78
		5	23	59	67	64-	75	68	80	64-	75

Table 20 (continued)

California Achievement Tests Nonlongitudinal Results for Students Tested in A School Only in Grade 3 (1981) or Grade 5 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Georgian Forest	786	3	12	62	72	63	73	66	78	65	76
		5	14	60	68	63	73	70	83	66	78
Germantown	102	3	15	56	61	68	80	61	70	59	67
		5	35	59	67	62-	72	62	73	62	72
Glen Haven	767	3	10	52	54	59	67	56	61	55	59
		5	47	69+	82	73+	86	74+	87	74+	87
Glenallan	817	3	26	53	56	53	56	54	58	54	58
		5	25	53	56	61	70	64	75	60	68
Harmony Hills	797	3	15	43	37	51	52	49	48	47	44
		5	25	54	58	58	65	55	59	56	61
Highland	774	3	19	48	46	47	44	47	44	47	44
		5	30	55	59	63+	73	65+	76	62+	72
Jackson Road	305	3	16	64	75	65	76	63	72	65	76
		5	23	66	78	76	89	73	86	74	87
Kemp Mill	805	3	12	65	76	74	87	76	89	74	87
		5	32	55-	59	59-	67	60-	68	58-	65
Kensington-Parkwood	783	3	19	49	48	53	56	48	46	50	50
		5	25	66+	78	64	75	64+	75	66+	78
Laytonsville	051	3	14	58	65	65	76	52	54	57	63
		5	12	71+	84	74	87	71+	84	73+	86
Maryvale	210	3	14	46	43	43	37	49	48	46	42
		5	10	40-	32	41	33	41-	33	40-	32

Table 20 (continued)

California Achievement Tests Nonlongitudinal Results for Students Tested in A School Only in Grade 3 (1981) or Grade 5 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Meadow Hall	212	3	23	53	56	54	58	50	50	51	52
		5	26	62	72	67	79	62	72	64	75
Mill Creek Towne	556	3	16	67	79	65	76	70	83	69	82
		5	27	62-	72	63	73	62-	72	63-	73
North Chevy Chase	415	3	19	63	73	63	73	64	75	64	75
		5	21	55-	59	56-	61	49-	48	52-	54
Oak View	756	3	16	55	59	53	56	62	72	57	63
		5	46	61	70	60	68	63	73	62	72
Olney	502	3	19	56	61	60	68	60	68	58	65
		5	14	63	73	76+	89	69	82	69	82
Pine Crest	761	3	18	60	68	62	72	60	68	62	72
		5	39	53-	56	61	70	67	79	61	70
Poolesville	153	3	12	59	67	59	67	62	72	61	70
		5	14	58	65	60	68	60	68	60	68
Rock Creek Forest	773	3	14	59	67	59	67	70	83	65	76
		5	15	54-	58	60	68	56-	61	55-	59
Rock Creek Valley	819	3	15	61	70	69	82	76	89	70	83
		5	16	57-	63	68	80	67-	79	65-	76
Rock View	795	3	10	66	78	66	78	68	80	69	82
		5	31	62-	72	65	76	59-	67	63	73
Rolling Terrace	771	3	10	65	76	73	86	64	75	67	79
		5	23	44-	39	47-	44	61-	70	50-	50

Table 20 (continued)

California Achievement Tests Nonlongitudinal Results for Students Tested in A School Only in Grade 3 (1981) or Grade 5 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Sherwood	501	3	17	46	42	49	48	45	41	48	46
		5	10	78+	91	80+	92	70+	83	77+	90
Somerset	405	3	11	76	89	75	88	78	91	80	92
		5	15	64-	75	71-	84	66-	78	67-	79
South Lake	564	3	22	52	54	57	63	62	72	57	63
		5	29	55	59	60	68	56-	61	57	63
Stedwick	568	3	17	52	54	51	52	51	52	51	52
		5	22	68+	80	70+	83	73+	86	72+	85
Stonegate	316	3	11	62	72	60	68	62	72	62	72
		5	20	65	76	75+	88	64	75	68	80
Summit Hall	563	3	27	61	70	68	80	60	68	62	72
		5	12	60	68	57-	63	59	67	59-	67
Travilah	216	3	13	63	73	61	70	61	70	63	73
		5	14	65	76	75+	88	61	70	65	76
Twinbrook	206	3	27	49	48	50	50	52	54	51	52
		5	36	57	63	66+	78	62	72	61	70
Viers Mill	772	3	18	53	56	57	63	51	52	52	54
		5	43	54	58	64	75	57	63	58	65
Washington Grove	552	3	18	50	50	57	63	50	50	51	52
		5	28	61	70	72+	85	66+	78	68+	80
Watkins Mill	561	3	25	60	68	66	78	71	84	67	79
		5	19	67	79	70	83	67-	79	69	82

Table 20 (continued)

California Achievement Tests Nonlongitudinal Results for Students Tested in A School Only in Grade 3 (1981) or Grade 5 (1983)

School	School Number	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Wayside	235	3	10	73	86	79	92	66	78	74	87
		5	32	74	87	74-	87	76	89	76	89
Weller Road	777	3	20	54	58	59	67	62	72	59	67
		5	28	56	61	65	76	63	73	61	70
Westover	504	3	10	57	63	57	63	55	59	55	59
		5	29	61	70	64	75	64	75	64	75
Wheaton Woods	788	3	14	47	44	58	65	54	58	52	54
		5	43	58	65	60	68	58	65	59	67
Whetstone	558	3	27	57	63	60	68	52	54	56	61
		5	35	60	68	65	76	63	73	63	73
Woodlin	764	3	23	49	48	56	61	48	46	50	50
		5	27	54	58	68	80	63+	73	61	70
Wyngate	422	3	19	61	70	63	73	63	73	63	73
		5	40	64	75	72	85	71	84	70	83

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Table 21
Schools With Substantial Nonlongitudinal Trends in
Each of the Last Six Years - First Quarter

School	1978-79 No.	1978-79 R	1978-79 L	1978-79 M	1978-79 T	1979-80 No.	1979-80 R	1979-80 L	1979-80 M	1979-80 T	1980-81 No.	1980-81 R	1980-81 L	1980-81 M	1980-81 T	1981-82 No.	1981-82 R	1981-82 L	1981-82 M	1981-82 T	1982-83 No.	1982-83 R	1982-83 L	1982-83 M	1982-83 T	1983- No.	1983- R	1983- L
Ashburton	--					11/23	▨	▨	▨	▨	--					13/22	▨	▨	▨	▨	24/23	▨	▨			20/27	▨	
Bannockburn	12/18		▩			13/14	▨		▨	▨	14/13	▩		▩		11/10		▨	▨		--					12/12		▨
Bells Mill	17/22	▩		▩	▩	11/14		▨	▨		--					--					--					12/28		▩
Bethesda	17/16	▨		▨		14/18	▨	▨		▨	--					--					14/30		▨	▨	▨	11/33		
Beverly Farms	--					11/26					14/11	▨		▨	▨	15/14					--					--		
Bradley Hills	--					13/12					--					--					14/14					--		
Burning Tree	--					13/39					--					10/44					12/34					--		
Cold Spring	29/13	▩		▩		23/17					17/14		▨			13/15					--					--		
College Gardens	38/46					19/53		▨			33/25					25/22			▨		18/18					--		
Cresthaven	10/18					--					--					--					--					--		
Damascus	--					16/23		▩			14/16	▨	▨	▨	▨	--					20/15	▩		▩	▩	19/14	▨	▨
Darnestown	--					12/32	▩	▩	▩	▩	--					--					--					--		
Fallsmead	23/18					16/18	▨	▨	▨	▨	20/11	▩	▩	▩	▩	11/13			▨	▨	10/12	▨		▨	▨	--		
Farmland	--					--					--					--					--					--		
Flower Valley	18/23	▩	▩	▩	▩	23/19					15/13	▨				12/55	▩		▩		--					--		
Garrett Park	--					--					--					13/10			▩	▩	12/18		▩			12/23		▨
Greenwood	25/15					15/15	▩	▩	▩	▩	23/18					16/13			▩		19/15					--		
Kemp Mill	--					--					--					--					--					12/32	▨	▨
Mill Creek Towne	25/52		▨		▨	22/38					19/17	▨	▨	▨	▨	12/12	▨	▨			19/31	▨		▨	▨	16/27	▨	
Page	13/12					16/11	▨				--					--					--					--		
Potomac	--					12/25					15/24					10/17					18/23			▨	▨	--		
Ritchie Park	16/26			▨		22/16			▨		--					13/12	▩				11/16		▨	▨	▨	--		
Rock Creek Valley	21/35	▨	▨	▨	▨	28/17		▨			11/18	▩			▩	12/16					58/61		▩			15/16	▨	
Rock View	--					15/15		▨	▨	▨	18/15					10/11	▨	▨	▨	▨	16/36					10/31	▨	
Rolling Terrace	--					--					--					--					15/25		▨	▨	▨	10/23	▨	▨
Somerset	18/43	▨				17/35					16/24					--					--					11/15	▨	▨
Watkins Mill	38/24					34/40					30/29					20/21		▩	▩	▩	18/21	▩	▩		▩	25/19		
Wayside	26/18					20/17	▨		▨		16/14	▨		▨		10/10		▩	▩	▩	--					10/32		▨
Westbrook	--					10/11					--					--					--					--		

No. - Number of students in nonlongitudinal groups
R - Reading
L - Language
M - Mathematics
T - Total Battery
▩ - Substantial increase
▨ - Substantial decrease

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Table 21 (continued)

Schools With Substantial Nonlongitudinal Trends in Each of the Last Six Years - Second Quarter

School	1978-79 No.	1978-79 R	1978-79 L	1978-79 M	1978-79 T	1979-80 No.	1979-80 R	1979-80 L	1979-80 M	1979-80 T	1980-81 No.	1980-81 R	1980-81 L	1980-81 M	1980-81 T	1981-82 No.	1981-82 R	1981-82 L	1981-82 M	1981-82 T	1982-83 No.	1982-83 R	1982-83 L	1982-83 M	1982-83 T	1983- No.	1983- R	1983- L
Beall	--					--					16/13					12/14					16/20					14/63		
Belmont	26/15					26/13					11/11					16/10					--					--		
Brookhaven	13/17					19/12					20/23					--					10/13					16/17		
Cashell	23/15					14/15					--					11/24					19/23					10/28		
Fields Road	26/31					23/15					23/24					30/13					20/18					20/14		
Forest Knolls	--					--					11/16					--					11/21					12/20		
Georgian Forest	17/29					13/23					--					16/27					15/21					12/14		
Germantown	25/23					21/32					19/16					26/23					22/21					15/35		
Jackson Road	10/20					32/29					16/27					21/24					16/24					16/23		
Luxmanor	--					--					--					--					--					--		
North Chevy Chase	16/20					--					--					16/17					--					19/21		
Pine Crest	12/38					25/30					18/22					18/17					20/19					18/39		
Poolesville	20/22					30/22					17/22					20/11					20/13					12/14		
Rock Creek Forest	--					--					--					11/11					15/15					14/15		
Stonegate	15/10					--					--					--					10/13					11/20		
Strathmore	22/15					18/23					20/23					24/12					23/15					--		
Summit Hall	25/26					25/22					24/23					34/18					17/14					27/12		
Travilah	--					--					--					16/13					--					13/14		
Weller Road	24/35					25/27					16/29					25/13					21/24					20/28		
Wyngate	25/17					14/27					--					14/14					11/24					19/40		

No. - Number of students in nonlongitudinal groups
R - Reading
L - Language
M - Mathematics
T - Total Battery
▒ - Substantial increase
▨ - Substantial decrease

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Table 21 (continued)
Schools With Substantial Nonlongitudinal Trends in
Each of the Last Six Years - Third Quarter

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School	1978-79 No.	1978-79 R	1978-79 L	1978-79 M	1978-79 T	1979-80 No.	1979-80 R	1979-80 L	1979-80 M	1979-80 T	1980-81 No.	1980-81 R	1980-81 L	1980-81 M	1980-81 T	1981-82 No.	1981-82 R	1981-82 L	1981-82 M	1981-82 T	1982-83 No.	1982-83 R	1982-83 L	1982-83 M	1982-83 T	1983 No.	1983 R
Brown Station	28/42					43/36					37/36					43/27					39/43					35/34	
Cannon Road	19/10					11/21					11/19					--					--					--	
Cedar Grove	22/11					24/15					--					--					--					--	
Chevy Chase	12/53					35/31					18/29					16/26					29/31					18/43	
Diamond	33/31					21/23					23/23					24/13					16/23					16/20	
DuFief	17/27					10/23					--					27/16					23/16					15/14	
Fairland	24/17					17/26					19/25					15/27					16/28					10/34	
Fox Chapel	36/21					32/23					23/18					21/28					20/33					18/43	
Glen Haven	10/26					17/30					19/20					21/19					33/32					10/47	
Glenallan	28/22					26/16					25/13					19/12					18/40					26/25	
Highland View	17/16					19/19					11/37					--					11/45					--	
Lakewood	--					10/11					12/15					12/10					--					--	
Laytonsville	46/39					41/40					16/22					--					26/18					14/12	
Oak View	20/49					20/16					11/50					14/52					15/23					14/46	
Oakland Terrace	19/25					22/17					25/15					12/12					15/37					--	
Olney	24/13					21/15					--					17/13					15/10					19/14	
Seven Locks	11/13					14/17					--					--					--					--	
South Lake	38/45					58/35					36/31					29/20					29/39					22/29	
Viers Mill	27/24					20/22					15/12					10/11					--					18/43	
Westover	--					--					12/16					10/11					17/16					10/29	
Wheaton Woods	18/28					23/30					14/19					12/12					10/17					14/43	
Whetstone	25/41					14/29					26/35					24/33					29/26					27/35	
Wood Acres	13/19					18/21					18/17					15/12					--					--	
Woodfield	--					--					--					--					--					--	

No. - Number of students in nonlongitudinal groups
R - Reading
L - Language
M - Mathematics
T - Total Battery
▒ - Substantial increase
▨ - Substantial decrease

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Table 21 (continued)
Schools With Substantial Nonlongitudinal Trends in
Each of the Last Six Years - Fourth Quarter

School	1978-79 No.	1978-79 R	1978-79 L	1978-79 M	1978-79 T	1979-80 No.	1979-80 R	1979-80 L	1979-80 M	1979-80 T	1980-81 No.	1980-81 R	1980-81 L	1980-81 M	1980-81 T	1981-82 No.	1981-82 R	1981-82 L	1981-82 M	1981-82 T	1982-83 No.	1982-83 R	1982-83 L	1982-83 M	1982-83 T	198 No.	198 R
Barnsley	13/18					--					11/36					12/31					15/19					--	
Bel Pre	14/18					--					11/13					--					15/24					--	
Broad Acres	14/10					16/12					12/14					13/17					13/31					16/17	
Burtonsville	--					--					--					--					--					--	
Candlewood	21/18					19/21					22/15					18/15					23/29					16/21	
Cardrock Springs	--					--					13/13					11/14					13/12					--	
Clarksburg	--					12/34					--					--					--					13/20	
Gaithersburg	40/35					57/27					35/42					40/32					46/25					32/38	
Galway	15/15					--					--					--					--					10/14	
Harmony Hills	23/21					35/22					29/24					10/21					23/19					15/25	
Highland	27/44					25/30					41/22					29/21					25/26					18/30	
Kensington-Parkwood	--					--					13/17					12/22					20/27					19/25	
Maryvale	44/70					28/18					13/10					10/10					15/14					14/10	
Meadow Hall	--					19/18					17/17					21/15					23/29					23/26	
Monocacy	--					--					--					--					--					--	
Rosemont	13/14					--					13/20					14/15					13/12					--	
Sherwood	23/21					25/25					20/21					10/18					--					17/10	
Stedwick	24/48					26/37					28/33					13/36					25/21					17/22	
Twinbrook	18/13					25/12					23/17					24/19					29/35					27/36	
Washington Grove	28/24					48/36					26/16					--					24/21					18/28	
Woodlin	--					--					--					--					43/12					23/27	

No. - Number of students in nonlongitudinal groups
R - Reading
L - Language
M - Mathematics
T - Total Battery
▓ - Substantial increase
▒ - Substantial decrease

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Percentage of Students Tested

As indicated in the section dealing with countywide racial/ethnic group results, some students can be exempted from testing if the testing would result in invalid scores. In that section the ESOL exemption criteria were cited. Another group that can be exempted are handicapped students receiving or recommended to receive special education services. If a school has a large group of students who qualify for exemption, the school data reported in previous sections may not present a totally accurate picture of the overall achievement level in the school.

Tables 22-25 presents information that can be used to determine the extent of exemptions in each school. Shown in that table are the official September 30 enrollment, the number of students who took all subtests and the percentage of the official enrollment that took all subtests.

A few precautions should be kept in mind when reviewing these data. The enrollment figures were computed about 3 weeks before testing began. Thus, it may not represent the exact enrollment at the time of testing. This is why some schools have more than 100 percent tested. This difference in dates could also mean that schools which are shown with slightly less than 100 percent tested did test all students who were in school at testing time. Also note that to be counted as taking the test a student had to take all subtests. In a few cases students took some subtests but were unable to complete the entire battery.

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Table 22

Number and Percentage of Students Who Took the Entire California Achievement Tests, Fall 1983 by School

Grade 3

School	September 30, 1983 Enrollment	Number Taking Entire Test Between 10/18/83 and 11/19/83	Percentage of 9/30/83 Enrollment Taking Entire Test
Ashburton	45	38	84
Bannockburn	32	32	100
Barnsley	62	60	97
Beall	90	85	94
Bells Mill	36	35	97
Belmont	51	50	98
Bel Pre	58	53	91
Bethesda	55	50	91
Beverly Farms	82	83	101
Bradley Hills	55	52	95
Broad Acres	54	35	65
Brookhaven	44	42	95
Brown Station	97	94	97
Burning Tree	50	43	86
Burtonsville	60	61	102
Candlewood	58	57	98
Cannon Road	30	31	103
Carderock Springs	38	38	100
Cashell	70	69	99
Cedar Grove	41	40	98
Chevy Chase	58	58	100
Clarksburg	37	38	103
Cold Spring	49	49	100
College Gardens	53	51	96
Cresthaven	55	51	93
Damascus	69	67	97
Darnestown	59	58	98
Diamond	84	85	101
DuFief	52	49	94
E. Silver Spring	55	48	87
Fairland	69	62	90
Fallsmead	59	59	100
Farmland	78	53	68
Fields Road	54	53	98
Flower Valley	42	42	100
Forest Knolls	35	33	94
Fox Chapel	91	90	99

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Table 22 (continued)

Number and Percentage of Students Who Took the Entire California Achievement Tests, Fall 1983 by School

Grade 3

School	September 30, 1983 Enrollment	Number Taking Entire Test Between 10/18/83 and 11/19/83	Percentage of 9/30/83 Enrollment Taking Entire Test
Gaithersburg	106	105	99
Galway	34	34	100
Garrett Park	66	60	91
Georgian Forest	37	38	103
Germantown	75	75	100
Glen Haven	61	60	98
Glenallan	42	40	95
Greenwood	71	70	99
Harmony Hills	53	52	98
Highland	75	73	97
Highland View	45	36	80
Jackson Road	60	59	98
Kemp Mill	54	49	91
Kensington-Parkwood	40	43	108
Lakewood	33	29	88
Laytonsville	64	62	97
Luxmanor	36	37	103
Maryvale	40	35	88
Meadow Hall	44	40	91
Mill Creek Towne	92	93	101
Monocacy	34	34	100
New Hampshire Estates	54	42	78
N. Chevy Chase	63	59	94
Oak View	48	47	98
Oakland Terrace	93	91	98
Olney	55	55	100
William T. Page	59	57	97
Pine Crest	65	62	95
Poolesville	77	76	98
Potomac	46	40	87
Ritchie Park	78	77	99
Rock Creek Forest	38	37	97
Rock Creek Valley	32	32	100
Rock View	58	57	98
Rolling Terrace	56	35	62
Rosemont	34	32	94
Seven Locks	24	21	87

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Table 22 (continued)

Number and Percentage of Students Who Took the Entire California Achievement Tests, Fall 1983 by School

Grade 3

School	September 30, 1983 Enrollment	Number Taking Entire Test Between 10/18/83 and 11/19/83	Percentage of 9/30/83 Enrollment Taking Entire Test
Sherwood	45	44	98
Somerset	38	34	89
South Lake	60	59	98
Stedwick	62	62	100
Stonegate	44	43	98
Strathmore	46	40	87
Summit Hall	42	39	93
Takoma Park	113	110	97
Travilah	50	50	100
Twinbrook	80	79	99
Viers Mill	81	71	88
Washington Grove	61	60	98
Watkins Mill	45	44	98
Wayside	67	67	100
Weller Road	63	55	87
Westbrook	35	36	103
Westover	60	59	98
Wheaton Woods	82	75	91
Whetstone	82	78	95
Wood Acres	71	67	94
Woodfield	63	64	102
Woodlin	47	34	72
Wyngate	82	80	98

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Table 23

Number and Percentage of Students Who Took the Entire California Achievement Tests, Fall 1983 by School

Grade 5

School	September 30, 1983 Enrollment	Number Taking Entire Test Between 10/18/83 and 11/19/83	Percentage of 9/30/83 Enrollment Taking Entire Test
Ashburton	63	59	94
Bannockburn	41	41	100
Barnsley	61	60	98
Beall	82	78	95
Bells Mill	62	57	92
Belmont	46	45	98
Bel Pre	48	48	100
Bethesda	68	61	90
Beverly Farms	81	79	98
Bradley Hills	45	40	89
Broad Acres	39	31	79
Brookhaven	48	48	100
Brown Station	93	90	97
Burning Tree	85	81	95
Burtonsville	67	66	99
Candlewood	48	48	100
Cannon Road	51	50	98
Carderock Springs	44	42	95
Cashell	78	78	100
Cedar Grove	28	28	100
Chevy Chase	91	89	98
Clarksburg	61	58	95
Cold Spring	52	51	98
College Gardens	62	62	100
Cresthaven	49	50	102
Damascus	69	71	103
Darnestown	61	61	100
Diamond	93	90	97
DuFief	60	60	100
Fairland	74	72	97
Fallsmead	46	45	98
Farmland	86	71	83
Fields Road	38	35	92
Flower Valley	58	59	102
Forest Knolls	44	41	93

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Table 23 (continued)

Number and Percentage of Students Who Took the Entire California Achievement Tests, Fall 1983 by School

Grade 5

School	September 30, 1983 Enrollment	Number Taking Entire Test Between 10/18/83 and 11/19/83	Percentage of 9/30/83 Enrollment Taking Entire Test
Fox Chapel	79	81	103
Gaithersburg	90	87	97
Galway	46	46	100
Garrett Park	47	41	87
Georgian Forest	27	25	93
Germantown	84	85	101
Glen Haven	55	53	96
Glenallan	65	64	98
Greenwood	69	68	99
Harmony Hills	51	41	80
Highland	70	74	106
Highland View	78	65	83
Jackson Road	71	69	97
Kemp Mill	72	66	92
Kensington-Parkwood	39	40	103
Lakewood	35	36	103
Laytonsville	66	67	102
Luxmanor	52	50	96
Maryvale	38	42	111
Meadow Hall	50	42	84
Mill Creek Towne	86	84	98
Monocacy	25	25	100
N. Chevy Chase	42	42	100
Oak View	59	59	100
Oakland Terrace	72	72	100
Olney	51	50	98
William T. Page	44	42	95
Pine Crest	78	71	91
Piney Branch	149	119	80
Poolesville	80	81	101
Potomac	55	52	95
Ritchie Park	62	62	100
Rock Creek Forest	46	46	100
Rock Creek Valley	48	45	94
Rock View	63	59	94

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Table 23 (continued)

Number and Percentage of Students Who Took the Entire California Achievement Tests, Fall 1983 by School

Grade 5

School	September 30, 1983 Enrollment	Number Taking Entire Test Between 10/18/83 and 11/19/83	Percentage of 9/30/83 Enrollment Taking Entire Test
Rolling Terrace	62	43	69
Rosemont	32	32	100
Seven Locks	25	23	92
Sherwood	43	44	102
Somerset	37	32	86
South Lake	67	65	97
Stedwick	85	84	99
Stonegate	46	46	100
Strathmore	41	36	88
Summit Hall	34	34	100
Travilah	39	38	97
Twinbrook	70	64	91
Viers Mill	80	73	91
Washington Grove	65	63	97
Watkins Mill	60	61	102
Wayside	73	73	100
Weller Road	80	80	100
Westbrook	38	37	97
Westover	54	54	100
Wheaton Woods	77	77	100
Whetstone	76	74	97
Wood Acres	70	69	99
Woodfield	60	59	98
Woodlin	53	47	89
Wyngate	99	97	98

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Table 24

Number and Percentage of Students Who Took the Entire California Achievement Tests, Fall 1983 by School

Grade 8

School	September 30, 1983 Enrollment	Number Taking Entire Test Between 10/18/83 and 11/19/83	Percentage of 9/30/83 Enrollment Taking Entire Test
Baker	313	314	100
Banneker	363	356	98
Cabin John	246	241	98
Eastern	315	285	90
Farquhar	320	321	100
Frost	382	376	98
Gaithersburg	356	341	96
Hoover	245	239	98
King	266	265	100
Lee	360	351	98
Montgomery Village	312	296	95
Parkland	436	421	97
Poolesville	120	117	98
Pyle	453	444	98
Ridgeview	346	322	93
Sligo	410	395	96
Takoma Park	168	153	91
Tilden	443	417	94
Julius West	283	268	95
Westland	359	347	97
White Oak	476	473	99
Wood	383	376	98

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Table 25

Number and Percentage of Students Who Took the Entire California Achievement Tests, Fall 1983 by School

Grade 11

School	September 30, 1983 Enrollment	Number Taking Entire Test Between 10/ 8/83 and 11/19/83	Percentage of 9/30/83 Enrollment Taking Entire Test
Bethesda-Chevy Chase	456	427	94
Montgomery Blair	439	361	82
Churchill	578	515	89
Damascus	269	237	88
Einstein	225	199	88
Gaithersburg	470	340	72
Walter Johnson	251	230	92
Kennedy	380	344	91
Magruder	296	276	93
Richard Montgomery	336	296	88
Northwood	298	235	79
Paint Branch	359	334	93
Peary	235	221	94
Poolesville	107	102	95
Rockville	417	402	96
Seneca Valley	639	596	93
Sherwood	296	260	88
Springbrook	490	422	86
Wheaton	314	256	82
Whitman	500	476	95
Woodward	257	243	95
Wootton	412	371	90

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APPENDIX A

DATA TABLES

Table A1

Number (N) and Percentage (%) of MCPS Students Scoring at or Above the National Norm Average (50th Percentile) on the California Achievement Tests, Fall 1983

	Grade 3		5		8		11	
	N	%	N	%	N	%	N	%
TOTAL BATTERY	4267	81	4590	83	5762	81	5475	77
TOTAL READING	3986	75	4387	80	5708	79	5576	75
TOTAL LANGUAGE	4461	84	4739	86	5637	78	5500	75
TOTAL MATH	4339	82	4603	83	5891	82	5652	77

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Table A2

MCPS Results on the California Achievement Tests
1980-1983

(Scores reported are Normal Curve Equivalent (NCE) means, Scale Score (SS) means and the Percentile Rank (Percentile Rank) of the Scale Score means.)

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Grade/Year	No. Tested	TOTAL BATTERY NCE Mean	TOTAL BATTERY SS Mean	TOTAL BATTERY Per. Rank	Phonic Analysis NCE Mean	Phonic Analysis SS Mean	Phonic Analysis Per. Rank	Structural Analysis NCE Mean	Structural Analysis SS Mean	Structural Analysis Per. Rank	Reading Vocabulary NCE Mean	Reading Vocabulary SS Mean	Reading Vocabulary Per. Rank	Reading Comprehension NCE Mean	Reading Comprehension SS Mean	Reading Comprehension Per. Rank	TOTAL READING NCE Mean	TOTAL READING SS Mean	TOTAL READING Per. Rank	Spelling NCE Mean	Spelling SS Mean	Spelling Per. Rank
3 - 1983	5275	68	411	83	58	406	66	64	419	76	62	420	73	63	435	72	64	415	75	61	461	71
1982	5247	67	408	81	57	404	65	63	416	74	62	419	72	63	435	72	63	414	74	61	459	70
1981	5197	65	405	79	57	403	64	62	413	73	62	419	72	62	433	71	62	411	72	60	458	69
1980	5616	64	403	77	56	401	63	61	410	71	61	417	71	61	431	70	61	409	71	60	458	69
5 - 1983	5501	70	501	84	-	-	-	-	-	-	65	501	77	65	520	77	66	506	80	62	545	73
1982	5724	68	495	81	-	-	-	-	-	-	64	499	76	64	516	75	64	502	77	61	541	71
1981	6524	67	493	80	-	-	-	-	-	-	64	499	76	64	515	75	64	502	77	60	538	70
1980	7214	67	492	79	-	-	-	-	-	-	64	499	76	63	514	74	64	502	77	60	537	69
8 - 1983	7119	67	603	81	-	-	-	-	-	-	64	589	75	65	606	77	66	599	78	60	607	68
1982	7587	67	600	79	-	-	-	-	-	-	64	590	76	65	604	76	65	598	77	59	603	66
1981	7234	66	599	79	-	-	-	-	-	-	64	591	76	65	604	76	65	599	78	58	601	66
1980	7314	65	596	78	-	-	-	-	-	-	64	588	75	64	601	75	65	596	76	57	598	64
11 - 1983	7150	65	678	78	-	-	-	-	-	-	64	670	74	64	667	75	64	671	75	58	654	65
1982	7142	64	675	76	-	-	-	-	-	-	62	669	72	62	664	72	63	669	73	58	653	65
1981	7350	64	674	75	-	-	-	-	-	-	62	667	71	62	664	72	63	668	73	57	651	64
1980	7951	63	671	74	-	-	-	-	-	-	61	666	71	62	662	71	62	666	72	57	651	64

Grade/Year	No. Tested	Language Mechanics NCE Mean	Language Mechanics SS Mean	Language Mechanics Per. Rank	Language Expression NCE Mean	Language Expression SS Mean	Language Expression Per. Rank	TOTAL LANGUAGE NCE Mean	TOTAL LANGUAGE SS Mean	TOTAL LANGUAGE Per. Rank	Math Computation NCE Mean	Math Computation SS Mean	Math Computation Per. Rank	Math Concepts & Applications NCE Mean	Math Concepts & Applications SS Mean	Math Concepts & Applications Per. Rank	TOTAL MATH NCE Mean	TOTAL MATH SS Mean	TOTAL MATH Per. Rank	Reference Skills NCE Mean	Reference Skills SS Mean	Reference Skills Per. Rank
3 - 1983	5275	71	497	84	64	469	75	69	478	84	69	373	83	66	423	78	69	399	82	-	-	-
1982	5247	69	491	81	63	468	74	68	473	82	66	368	79	65	421	77	67	396	80	-	-	-
1981	5197	67	488	80	62	466	73	66	470	81	65	365	77	63	417	74	65	393	77	-	-	-
1980	5616	66	485	78	62	464	72	65	467	79	63	361	74	63	417	74	64	391	76	-	-	-
5 - 1983	5501	70	564	83	69	551	83	71	556	85	67	480	80	69	501	83	69	490	83	68	534	81
1982	5724	67	557	80	67	547	82	69	548	83	65	473	76	67	496	80	67	484	79	67	531	80
1981	6524	67	554	79	66	544	80	68	546	82	64	470	74	66	493	78	66	481	77	66	530	79
1980	7214	66	553	78	66	542	80	68	544	81	62	467	72	66	493	78	65	480	76	65	527	78
8 - 1983	7119	66	624	79	63	598	74	65	609	78	65	611	78	68	606	82	68	607	81	65	600	77
1982	7587	66	621	78	63	599	75	65	609	78	64	606	76	68	603	81	67	603	79	65	599	77
1981	7234	65	620	78	63	599	75	65	609	78	64	605	75	67	600	80	66	601	79	65	598	76
1980	7314	65	620	78	63	598	74	65	608	78	61	596	72	67	599	79	65	596	76	64	595	75
11 - 1983	7150	63	661	74	63	664	75	64	669	76	62	666	72	66	679	77	65	676	76	65	668	75
1982	7142	62	660	72	62	662	72	63	667	73	61	662	70	64	674	74	63	671	74	62	667	72
1981	7350	62	660	72	62	663	72	63	667	73	61	661	70	64	673	74	63	670	73	62	665	72
1980	7951	61	656	70	61	660	71	62	663	72	60	658	69	63	671	73	62	667	72	62	665	72

Table A3

Percentage of Student Scores That May Have Been Influenced by the Ceiling Effect* on the California Achievement Test, Fall 1983

	Grade			
	3	5	8	11
TOTAL BATTERY	**	**	**	**
Phonic Analysis	34	-	-	-
Structural Analysis	58	-	-	-
Reading Vocabulary	57	29	16	25
Reading Comprehension	39	18	**	21
TOTAL READING	16	13	**	16
Spelling	27	21	11	12
Language Mechanics	43	22	24	23
Language Expression	39	29	11	19
TOTAL LANGUAGE	27	**	**	**
Math Computation	**	**	21	25
Math Concepts and Applications	6	**	**	24
TOTAL MATH	**	**	**	18
Reference Skills	-	51	31	46

*Students scoring within 1 Standard Error of Measurement of the maximum score. This is a reasonable range for possible score change due to careless error. These could be students who may have failed to achieve the maximum score because of careless errors.

**There is no ceiling effect for these subtests and totals because it is possible to score at the 99th percentile even if the student is 1 Standard Error of Measurement below the maximum score.

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Table A4
Longitudinal Results on the California Achievement Tests
For Students Tested in Grade 3 (1981) and Grade 5 (1983), by Race

		ASIAN		BLACK		HISPANIC		WHITE		TOTAL	
	GRADE	NCE	PR	NCE	PR	NCE	PR	NCE	PR	NCE	PR
TOTAL BATTERY	3	73	86	53	56	59	67	69	82	67	79
	5	80	92	57	63	63	73	73	86	72	85
Reading Vocabulary	3	63	73	52	54	56	61	66	78	63	73
	5	70	83	55	59	58	65	69	82	67	79
Reading Comprehension	3	63	73	53	56	57	63	65	76	63	73
	5	70	83	54	58	59	67	68	80	66	78
Total Reading	3	66	78	52	54	56	61	66	78	64	75
	5	71	84	55	59	59	67	69	82	67	79
Spelling	3	69	82	54	58	54	58	63	73	62	72
	5	72	85	57	63	60	68	64	75	64	75
Language Mechanics	3	73	86	58	65	63	73	71	84	69	82
	5	79	92	59	67	66	78	73	86	71	84
Language Expression	3	63	73	54	58	58	65	66	78	64	75
	5	72	85	57	63	62	72	72	85	70	83
Total Language	3	69	82	56	61	61	70	70	83	68	80
	5	78	91	59	67	65	76	75	88	73	86
Math Computation	3	76	89	53	56	60	68	67	79	66	78
	5	80	92	57	63	62	72	69	82	68	80
Math Concepts and Applications	3	69	82	52	54	57	63	67	79	65	76
	5	75	92	55	59	63	73	72	85	70	83
Total Math	3	74	87	53	56	59	67	68	80	67	79
	5	81	93	57	63	63	73	72	85	71	84
Number Tested	3	309		523		133		3277		4244	
	5	303		531		132		3275		4244	

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Table A5
Longitudinal Results on the California Achievement Tests
For Students Tested in Grade 5 (1980) and Grade 8 (1983), by Race

		ASIAN		BLACK		HISPANIC		WHITE		TOTAL	
	GRADE	NCE	PR	NCE	PR	NCE	PR	NCE	PR	NCE	PR
TOTAL BATTERY	5	73	86	52	54	61	70	70	83	68	80
	8	78	91	55	59	64	75	71	84	69	82
Reading Vocabulary	5	66	78	53	56	57	63	67	79	65	76
	8	71	84	51	52	60	68	68	80	66	78
Reading Comprehension	5	65	76	51	52	58	65	66	78	64	75
	8	72	85	55	59	64	75	69	82	67	79
Total Reading	5	66	78	52	54	57	63	67	79	65	76
	8	73	86	54	58	63	73	69	82	68	80
Spelling	5	68	80	53	56	55	59	62	72	61	70
	8	71	84	53	56	56	61	62	72	61	70
Language Mechanics	5	73	86	53	56	61	70	69	82	67	79
	8	76	89	56	61	65	76	70	83	68	80
Language Expression	5	67	79	52	54	58	65	69	82	67	79
	8	69	82	54	58	60	68	66	78	65	76
Total Language	5	72	85	53	56	61	70	71	84	69	82
	8	74	87	55	59	63	73	69	82	68	80
Math Computation	5	74	87	52	54	61	70	65	76	64	75
	8	79	92	55	59	63	73	68	80	67	79
Math Concepts and Applications	5	73	86	51	52	61	70	68	80	67	79
	8	79	92	56	61	66	78	72	85	70	83
Total Math	5	75	88	52	54	62	72	68	80	66	78
	8	80	92	56	61	65	76	71	84	69	82
Reference Skills	5	71	84	54	58	61	70	68	80	66	78
	8	73	86	56	61	62	72	68	80	67	79
Number Tested	5	287		589		136		4359		5377	
	8	290		597		133		4349		5377	

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Table A6
Longitudinal Results on the California Achievement Tests
For Students Tested in Grade 8 (1980) and Grade 11 (1983), by Race

		ASIAN		BLACK		HISPANIC		WHITE		TOTAL	
	GRADE	NCE	PR	NCE	PR	NCE	PR	NCE	PR	NCE	PR
TOTAL BATTERY	8	74	87	52	54	61	70	69	82	68	80
	11	77	90	52	54	61	70	69	82	67	79
Reading Vocabulary	8	67	79	50	50	58	65	67	79	65	76
	11	71	84	51	52	60	68	67	79	65	76
Reading Comprehension	8	68	80	52	54	60	68	67	79	65	76
	11	71	84	51	52	60	68	68	80	66	78
Total Reading	8	68	80	51	52	59	67	68	80	66	78
	11	72	85	51	52	61	70	68	80	67	79
Spelling	8	67	79	52	54	52	54	59	67	58	65
	11	70	83	51	52	56	61	60	68	59	67
Language Mechanics	8	74	87	53	56	63	73	68	80	67	79
	11	75	88	52	54	60	68	67	79	65	76
Language Expression	8	67	79	51	52	60	68	66	78	65	76
	11	71	84	51	52	59	67	67	79	65	76
Total Language	8	71	84	52	54	62	72	69	82	67	79
	11	74	87	51	52	60	68	68	80	66	78
Math Computation	8	76	89	51	52	59	67	64	75	63	73
	11	75	88	52	54	58	65	64	75	63	73
Math Concepts and Applications	8	76	89	54	58	62	72	70	83	68	80
	11	78	91	52	54	60	68	69	82	67	79
Total Math	8	77	90	53	56	61	70	68	80	67	79
	11	78	91	52	54	60	68	68	80	66	78
Reference Skills	8	71	84	54	58	60	68	67	79	65	76
	11	73	86	55	59	62	72	68	80	67	79
Number Tested	8	288		565		157		4389		5410	
	11	288		569		153		4390		5410	

Table A7
Nonlongitudinal Results on the California Achievement Tests
For Students Tested Only in Grade 3 (1981) or Grade 5 (1983), by Race

	GRADE	ASIAN		BLACK		HISPANIC		WHITE		TOTAL	
		NCE	PR	NCE	PR	NCE	PR	NCE	PR	NCE	PR
TOTAL BATTERY	3	71	84	42	35	53	56	59	67	57	63
	5	67	79	53	56	56	61	69	82	64	75
Reading Vocabulary	3	57	63	43	37	49	48	57	63	54	58
	5	52	54	50	50	50	50	65	76	59	67
Reading Comprehension	3	61	70	44	39	52	54	57	63	55	59
	5	57	63	51	52	53	56	65	76	60	68
Total Reading	3	60	68	42	35	50	50	58	65	55	59
	5	55	59	51	52	51	52	66	78	60	68
Spelling	3	61	70	47	44	51	52	55	59	54	58
	5	62	72	52	54	52	54	61	70	59	67
Language Mechanics	3	71	84	48	46	59	67	61	70	59	67
	5	70	83	56	61	59	67	68	80	65	76
Language Expression	3	61	70	44	39	50	50	57	63	55	59
	5	60	68	54	58	57	63	68	80	63	73
Total Language	3	68	80	45	41	55	59	60	68	58	65
	5	66	78	55	59	58	65	70	83	66	78
Math Computation	3	77	90	43	37	55	59	59	67	57	63
	5	79	92	55	59	62	72	64	75	64	75
Math Concepts and Applications	3	71	84	42	35	52	54	58	65	55	59
	5	70	83	53	56	57	63	68	80	65	76
Total Math	3	76	89	42	35	54	58	59	67	57	63
	5	76	89	54	58	60	68	67	79	65	76
Number Tested	3	59		168		48		682		960	
	5	170		231		96		742		1240	

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Table A8
Nonlongitudinal Results on the California Achievement Tests
For Students Tested Only in Grade 5 (1980) or Grade 8 (1983), by Race

		ASIAN		BLACK		HISPANIC		WHITE		TOTAL	
	GRADE	NCE	PR	NCE	PR	NCE	PR	NCE	PR	NCE	PR
TOTAL BATTERY	5	71	84	46	42	63	73	66	78	63	73
	8	58	65	49	48	52	54	64	75	59	67
Reading Vocabulary	5	64	75	48	46	60	68	64	75	62	72
	8	47	44	45	41	49	48	63	73	56	61
Reading Comprehension	5	62	72	47	44	60	68	62	72	60	68
	8	52	54	50	50	51	52	63	73	58	65
Total Reading	5	63	73	47	44	61	70	64	75	61	70
	8	49	48	48	46	51	52	64	75	58	65
Spelling	5	63	73	48	46	58	65	59	67	57	63
	8	52	54	51	52	47	44	57	63	54	58
Language Mechanics	5	71	84	50	50	64	75	65	76	63	73
	8	57	63	49	48	53	56	63	73	59	67
Language Expression	5	65	76	48	46	63	73	65	76	63	73
	8	49	48	47	44	49	48	61	70	56	61
Total Language	5	70	83	49	48	65	76	67	79	64	75
	8	52	54	48	46	51	52	63	73	58	65
Math Computation	5	75	88	46	42	57	63	60	68	59	67
	8	72	85	50	50	55	59	61	70	60	68
Math Concepts and Applications	5	71	84	46	42	63	73	65	76	63	73
	8	65	76	49	48	55	59	64	75	61	70
Total Math	5	75	88	45	41	61	70	64	75	62	72
	8	69	82	50	50	56	61	63	73	61	70
Reference Skills	5	69	82	50	50	63	73	65	76	63	73
	8	56	61	50	50	53	56	62	72	58	65
Number Tested	5	70		261		76		1398		1808	
	8	239		369		152		1062		1827	

Table A9
Nonlongitudinal Results on the California Achievement Tests
For Students Tested Only in Grade 8 (1980) or Grade 11 (1983), by Race

		ASIAN		BLACK		HISPANIC		WHITE		TOTAL	
	GRADE	NCE	PR	NCE	PR	NCE	PR	NCE	PR	NCE	PR
TOTAL BATTERY	8	68	80	46	42	55	59	61	70	59	67
	11	57	63	45	41	44	39	64	75	58	65
Reading Vocabulary	8	58	65	46	42	56	61	62	72	59	67
	11	48	46	45	41	47	44	64	75	58	65
Reading Comprehension	8	62	72	47	44	57	67	61	70	59	67
	11	47	44	44	39	41	33	64	75	56	61
Total Reading	8	61	70	47	44	57	63	62	72	60	68
	11	47	44	44	39	44	39	65	76	57	63
Spelling	8	60	68	46	42	51	52	54	58	53	56
	11	50	50	46	42	44	39	57	63	53	56
Language Mechanics	8	67	79	47	44	55	59	61	70	59	67
	11	56	61	43	37	44	39	61	70	56	61
Language Expression	8	63	73	46	42	54	58	59	67	57	63
	11	50	50	45	41	42	35	63	73	57	63
Total Language	8	66	78	46	42	54	58	61	70	59	67
	11	52	54	44	39	42	35	63	73	57	63
Math Computation	8	73	86	45	41	53	56	56	61	55	59
	11	69	82	45	41	47	44	60	68	58	65
Math Concepts and Applications	8	72	85	47	44	56	61	63	73	60	68
	11	68	80	46	42	49	48	64	75	60	68
Total Math	8	73	86	46	42	55	59	60	68	58	65
	11	69	82	45	41	48	46	63	73	59	67
Reference Skills	8	66	78	48	46	56	61	60	68	58	65
	11	53	56	45	41	45	41	63	73	57	63
Number Tested	8	64		238		70		1314		1689	
	11	220		264		165		1089		1742	

Table A10

California Achievement Tests Results
for MCPS Asian Students
1980-1983

Grade/Year	No. Tested	TOTAL BATTERY NCE Mean	TOTAL BATTERY Per. Rank	Phonic Analysis NCE Mean	Phonic Analysis Per. Rank	Structural Analysis NCE Mean	Structural Analysis Per. Rank	Reading Vocabulary NCE Mean	Reading Vocabulary Per. Rank	Reading Comprehension NCE Mean	Reading Comprehension Per. Rank	TOTAL READING NCE Mean	TOTAL READING Per. Rank	Spelling NCE Mean	Spelling Per. Rank
3 - 1983	490	74	87	61	70	67	79	62	72	62	72	65	76	69	82
1982	423	73	86	59	67	66	78	61	70	61	70	64	75	69	82
1981	368	73	86	60	68	66	78	62	72	62	72	65	76	68	80
1980	320	71	84	60	68	65	76	63	73	63	73	65	76	68	80
5 - 1983	475	75	88	-	-	-	-	63	73	66	78	65	76	68	80
1982	448	72	85	-	-	-	-	62	72	64	75	64	75	66	78
1981	459	74	87	-	-	-	-	64	75	66	78	66	78	67	79
1980	358	73	86	-	-	-	-	66	78	64	75	65	76	67	79
8 - 1983	529	69	82	-	-	-	-	60	68	63	73	62	72	62	72
1982	505	70	83	-	-	-	-	60	68	63	73	62	72	63	73
1981	387	71	84	-	-	-	-	64	75	66	78	66	78	65	76
1980	359	73	86	-	-	-	-	65	76	67	79	67	79	65	76
11 - 1983	508	68	80	-	-	-	-	61	70	61	70	61	70	61	70
1982	388	67	79	-	-	-	-	57	63	59	67	59	67	61	70
1981	353	66	78	-	-	-	-	57	63	59	67	58	65	61	70
1980	338	66	78	-	-	-	-	58	65	59	67	59	67	63	73

Grade/Year	No. Tested	Language Mechanics NCE Mean	Language Mechanics Per. Rank	Language Expression NCE Mean	Language Expression Per. Rank	TOTAL LANGUAGE NCE Mean	TOTAL LANGUAGE Per. Rank	Math Computation NCE Mean	Math Computation Per. Rank	Math Concepts & Applications NCE Mean	Math Concepts & Applications Per. Rank	TOTAL MATH NCE Mean	TOTAL MATH Per. Rank	Reference Skills NCE Mean	Reference Skills Per. Rank
3 - 1983	490	76	89	64	75	72	85	79	92	70	83	77	90	-	-
1982	423	73	86	63	73	70	83	77	90	69	82	73	88	-	-
1981	368	73	86	62	72	69	82	77	90	69	82	75	88	-	-
1980	320	72	85	64	75	70	83	73	86	68	80	72	85	-	-
5 - 1983	475	76	89	68	80	74	87	80	92	76	89	79	92	72	85
1982	448	73	86	67	79	71	84	76	89	72	85	76	89	70	83
1981	459	73	86	69	82	73	86	75	88	73	86	76	89	72	85
1980	358	73	86	67	79	71	84	74	87	72	85	75	88	71	84
8 - 1983	529	67	79	60	68	64	75	76	89	73	86	75	88	65	76
1982	505	68	80	61	70	65	76	76	89	74	87	76	89	67	79
1981	387	68	80	64	75	67	79	76	89	74	87	76	89	69	82
1980	359	72	85	66	78	70	83	75	88	75	88	76	89	70	83
11 - 1983	508	67	79	62	72	65	76	72	85	73	86	74	87	64	75
1982	388	64	75	60	68	62	72	72	85	72	85	73	86	63	73
1981	353	64	75	60	68	63	73	71	84	71	84	72	85	61	70
1980	338	64	75	59	67	62	72	70	83	71	84	72	85	63	73

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Table A11

California Achievement Tests Results
For MCPS Black Students
1980-1983

Grade/Year	No. Tested	TOTAL BATTERY NCE Mean	TOTAL BATTERY Per. Rank	Phonic Analysis NCE Mean	Phonic Analysis Per. Rank	Structural Analysis NCE Mean	Structural Analysis Per. Rank	Reading Vocabulary NCE Mean	Reading Vocabulary Per. Rank	Reading Comprehension NCE Mean	Reading Comprehension Per. Rank	TOTAL READING NCE Mean	TOTAL READING Per. Rank	Spelling NCE Mean	Spelling Per. Rank
3 - 1983	719	56	61	50	50	57	63	51	52	53	56	52	54	56	61
1982	646	52	54	48	46	54	58	49	48	53	56	51	52	53	56
1981	688	51	52	48	46	53	56	50	50	51	52	50	50	53	56
1980	740	49	48	46	42	50	50	47	44	49	48	47	44	52	54
5 - 1983	768	56	61	-	-	-	-	53	56	54	58	54	58	56	61
1982	762	53	56	-	-	-	-	52	54	51	52	52	54	53	56
1981	820	53	56	-	-	-	-	53	56	52	54	52	54	53	56
1980	856	51	52	-	-	-	-	51	52	50	50	51	52	51	52
8 - 1983	969	53	56	-	-	-	-	49	48	53	56	52	54	52	54
1982	928	51	52	-	-	-	-	49	48	52	54	51	52	[illegible]	54
1981	872	50	50	-	-	-	-	49	48	51	52	50	50	51	[illegible]
1980	828	50	50	-	-	-	-	49	48	51	52	50	50	50	50
11 - 1983	841	49	48	-	-	-	-	49	48	49	48	49	48	50	50
1982	788	47	44	-	-	-	-	47	44	46	42	47	44	48	46
1981	758	47	44	-	-	-	-	47	44	47	44	47	44	48	46
1980	784	44	39	-	-	-	-	44	39	44	39	43	37	47	44

Grade/Year	No. Tested	Language Mechanics NCE Mean	Language Mechanics Per. Rank	Language Expression NCE Mean	Language Expression Per. Rank	TOTAL LANGUAGE NCE Mean	TOTAL LANGUAGE Per. Rank	Math Computation NCE Mean	Math Computation Per. Rank	Math Concepts & Applications NCE Mean	Math Concepts & Applications Per. Rank	TOTAL MATH NCE Mean	TOTAL MATH Per. Rank	Reference Skills NCE Mean	Reference Skills Per. Rank
3 - 1983	719	61	70	54	58	58	65	57	63	54	58	56	61	-	-
1982	646	56	61	53	56	55	59	53	56	51	52	53	56	-	-
1981	688	56	61	52	54	54	58	51	52	50	50	51	52	-	-
1980	740	53	56	50	50	52	54	48	46	49	48	49	48	-	-
5 - 1983	768	58	65	56	61	58	65	57	63	54	58	56	61	58	65
1982	762	55	59	54	58	55	59	53	56	51	52	52	54	56	61
1981	820	54	58	54	58	55	59	53	56	51	52	52	54	55	59
1980	856	52	54	51	52	52	54	50	50	50	50	50	50	53	56
8 - 1983	969	53	56	51	52	52	54	53	56	54	58	54	58	54	58
1982	928	52	54	50	50	51	52	52	54	53	56	52	54	53	56
1981	872	52	54	50	50	51	52	51	52	52	54	51	52	53	56
1980	828	51	52	50	50	50	50	50	50	52	54	51	52	52	54
11 - 1983	841	49	48	49	48	49	48	49	48	50	50	50	50	52	54
1982	788	47	44	47	44	47	44	48	46	48	46	48	46	50	50
1981	758	47	44	47	44	47	44	47	44	48	46	47	44	49	48
1980	784	45	41	45	41	44	39	45	41	45	41	45	41	48	46

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Table A12

California Achievement Tests Results
For MCPS Hispanic Students
1980-1983

Grade/Year	No. Tested	TOTAL BATTERY NCE Mean	TOTAL BATTERY Per. Rank	Phonic Analysis NCE Mean	Phonic Analysis Per. Rank	Structural Analysis NCE Mean	Structural Analysis Per. Rank	Reading Vocabulary NCE Mean	Reading Vocabulary Per. Rank	Reading Comprehension NCE Mean	Reading Comprehension Per. Rank	TOTAL READING NCE Mean	TOTAL READING Per. Rank	Spelling NCE Mean	Spelling Per. Rank
3 - 1983	215	58	65	51	52	58	65	52	54	54	58	54	58	54	58
1982	219	56	61	49	48	54	58	51	52	54	58	52	54	53	56
1981	181	58	65	52	54	57	63	54	58	56	61	56	61	53	56
1980	165	57	63	52	54	57	63	54	58	54	58	55	59	53	56
5 - 1983	229	60	68	-	-	-	-	54	58	56	61	56	61	56	61
1982	223	57	63	-	-	-	-	53	56	54	58	54	58	54	58
1981	236	58	65	-	-	-	-	55	59	56	61	56	61	53	56
1980	216	61	70	-	-	-	-	58	65	59	67	58	65	56	61
8 - 1983	285	58	65	-	-	-	-	54	58	57	63	56	61	51	52
1982	260	56	61	-	-	-	-	54	58	55	59	55	59	50	50
1981	243	59	67	-	-	-	-	57	63	57	63	58	65	52	54
1980	234	59	67	-	-	-	-	57	63	59	67	59	67	52	54
11 - 1983	318	52	54	-	-	-	-	53	56	50	50	52	54	50	50
1982	236	54	58	-	-	-	-	53	56	53	56	53	56	51	52
1981	248	56	61	-	-	-	-	55	59	53	56	55	59	53	56
1980	263	55	59	-	-	-	-	55	59	53	56	54	58	52	54

Grade/Year	No. Tested	Language Mechanics NCE Mean	Language Mechanics Per. Rank	Language Expression NCE Mean	Language Expression Per. Rank	TOTAL LANGUAGE NCE Mean	TOTAL LANGUAGE Per. Rank	Math Computation NCE Mean	Math Computation Per. Rank	Math Concepts & Applications NCE Mean	Math Concepts & Applications Per. Rank	TOTAL MATH NCE Mean	TOTAL MATH Per. Rank	Reference Skills NCE Mean	Reference Skills Per. Rank
3 - 1983	215	64	75	54	58	60	68	62	72	57	63	61	70	-	-
1982	219	60	68	53	56	57	63	59	67	55	59	58	65	-	-
1981	181	62	72	56	61	60	68	59	67	56	61	58	65	-	-
1980	165	61	70	56	61	59	67	58	65	55	59	57	63	-	-
5 - 1983	229	63	73	60	68	62	72	62	72	60	68	62	72	63	73
1982	223	59	67	56	61	58	65	59	67	57	63	59	67	60	68
1981	236	60	68	57	63	59	67	58	65	58	65	59	67	60	68
1980	216	62	72	60	68	62	72	60	68	62	72	62	72	62	72
8 - 1983	285	59	67	54	58	56	61	59	67	60	68	60	68	57	63
1982	260	57	63	54	58	55	59	58	65	58	65	59	67	57	63
1981	243	59	67	58	65	59	67	59	67	60	68	60	68	59	67
1980	234	60	68	58	65	59	67	57	63	60	68	59	67	59	67
11 - 1983	318	52	54	50	50	51	52	52	54	54	58	54	58	53	56
1982	236	53	56	53	56	53	56	54	58	56	61	55	59	54	58
1981	248	56	61	54	58	56	61	55	59	58	65	57	63	55	59
1980	263	53	56	52	54	53	56	55	59	58	65	56	61	54	58

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Table A13

California Achievement Tests Results
For MCPS White Students
1980-1983

Grade/Year	No. Tested	TOTAL BATTERY NCE Mean	TOTAL BATTERY Per. Rank	Phonic Analysis NCE Mean	Phonic Analysis Per. Rank	Structural Analysis NCE Mean	Structural Analysis Per. Rank	Reading Vocabulary NCE Mean	Reading Vocabulary Per. Rank	Reading Comprehension NCE Mean	Reading Comprehension Per. Rank	TOTAL READING NCE Mean	TOTAL READING Per. Rank	Spelling NCE Mean	Spelling Per. Rank
3 - 1983	3844	70	83	60	68	66	78	65	76	65	76	66	78	62	72
1982	3948	69	82	59	67	65	76	65	76	65	76	66	78	62	72
1981	3955	68	80	58	65	64	75	64	75	64	75	65	76	61	70
1980	4388	67	79	58	65	63	73	64	75	63	73	64	75	61	70
5 - 1983	4037	73	86	-	-	-	-	68	80	68	80	68	80	63	73
1982	4288	71	84	-	-	-	-	67	79	66	78	67	79	63	73
1981	4999	69	82	-	-	-	-	66	78	66	78	67	79	61	70
1980	5775	69	82	-	-	-	-	66	78	65	76	66	78	61	70
8 - 1983	5422	70	83	-	-	-	-	67	79	67	80	68	80	61	70
1982	5878	69	82	-	-	-	-	67	79	67	79	68	80	60	68
1981	5710	69	82	-	-	-	-	67	79	67	79	68	80	59	67
1980	5878	67	79	-	-	-	-	66	78	66	78	67	79	58	65
11 - 1983	5514	68	80	-	-	-	-	67	79	67	79	68	80	59	67
1982	5713	66	78	-	-	-	-	65	76	65	76	66	78	59	67
1981	5981	66	78	-	-	-	-	64	75	64	75	65	76	58	65
1980	6552	65	76	-	-	-	-	64	75	64	75	65	76	59	67

Grade/Year	No. Tested	Language Mechanics NCE Mean	Language Mechanics Per. Rank	Language Expression NCE Mean	Language Expression Per. Rank	TOTAL LANGUAGE NCE Mean	TOTAL LANGUAGE Per. Rank	Math Computation NCE Mean	Math Computation Per. Rank	Math Concepts & Applications NCE Mean	Math Concepts & Applications Per. Rank	TOTAL MATH NCE Mean	TOTAL MATH Per. Rank	Reference Skills NCE Mean	Reference Skills Per. Rank
3 - 1983	3844	73	86	66	78	71	84	70	83	68	80	71	84	-	-
1982	3948	71	84	65	76	70	83	68	80	67	79	69	82	-	-
1981	3955	69	82	65	76	69	82	66	78	65	76	67	79	-	-
1980	4388	68	80	64	75	68	80	64	75	65	76	66	78	-	-
5 - 1983	4037	72	85	71	84	74	87	68	80	71	84	71	84	70	83
1982	4288	69	82	70	83	72	85	66	78	69	82	69	82	69	82
1981	4999	68	80	69	82	71	84	65	76	68	80	68	80	68	80
1980	5775	68	80	68	80	70	83	64	75	68	80	67	79	67	79
8 - 1983	5422	68	80	65	76	68	80	66	78	70	83	69	82	67	79
1982	5878	68	80	66	78	68	80	65	76	70	83	69	82	67	79
1981	5710	68	80	66	78	68	80	65	76	69	82	68	80	66	78
1980	5878	67	79	65	76	67	79	63	73	68	80	66	78	65	76
11 - 1983	5514	66	78	66	78	67	79	63	73	68	80	67	79	67	79
1982	5713	64	75	64	75	65	76	62	72	66	78	65	76	65	76
1981	5981	64	75	64	75	65	76	62	72	65	76	65	76	64	75
1980	6552	63	73	64	75	64	75	62	72	65	76	64	75	64	75

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Table A14

Percentage of MCPS Students in Each Racial/Ethnic Group Scoring at Each Stanine of the California Achievement Tests Total Battery, 1983-84

Grade 3

STANINE	ASIAN	BLACK	HISPANIC	WHITE	COUNTY	NORM
9	36	8	12	26	24	4
8	14	7	8	13	12	7
7	17	13	15	20	19	12
6	16	22	17	20	19	17
5	10	19	24	13	14	20
4	7	19	14	7	9	17
3	2	7	8	2	3	12
2	0	2	2	0	1	7
1	0	2	1	0	0	4
Number	490	722	214	3850	5276	

Percentage of MCPS Students in Each Racial/Ethnic Group Scoring at Each Stanine of the California Achievement Tests Total Battery, 1983-84

Grade 5

STANINE	ASIAN	BLACK	HISPANIC	WHITE	COUNTY	NORM
9	35	6	13	28	25	4
8	16	7	7	16	15	7
7	16	13	16	18	17	12
6	15	22	21	18	19	17
5	12	26	23	12	15	20
4	5	19	13	6	8	17
3	1	5	6	1	2	12
2	0	2	0	0	1	7
1	0	1	1	0	0	4
Number	[illegible]	767	228	4028	5497	

Table A14 (continued)

Percentage of MCPS Students in Each Racial/Ethnic Group Scoring at Each Stanine of the California Achievement Tests Total Battery, 1983-84

Grade 8

STANINE	ASIAN	BLACK	HISPANIC	WHITE	COUNTY	NORM
9	25	4	8	22	19	4
8	12	6	7	15	13	7
7	17	14	17	22	21	12
6	22	20	24	20	21	17
5	14	24	20	12	14	20
4	9	20	16	6	9	17
3	1	8	6	2	3	12
2	1	3	2	0	1	7
1	1	1	1	0	0	4
Number	527	941	280	5351	7099	

Percentage of MCPS Students in Each Racial/Ethnic Group Scoring at Each Stanine of the California Achievement Tests Total Battery, 1983-84

Grade 11

STANINE	ASIAN	BLACK	HISPANIC	WHITE	COUNTY	NORM
9	25	5	6	20	18	4
8	13	4	6	15	13	7
7	15	10	10	20	18	12
6	16	17	21	21	20	17
5	15	20	19	13	14	20
4	10	26	23	8	11	17
3	3	13	8	3	4	12
2	1	5	5	1	1	7
1	1	2	2	0	0	4
Number	508	823	315	5476	7122	

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Table A15

California Achievement Tests Results
by Race for 1983 MCPS Testing and the National Norm Group

(Scores reported are the normal curve equivalent (NCE)
scores for the mean raw scores.)

	BLACK			HISPANIC			OTHER		
	MCPS	NAT'L	DIFF	MCPS	NAT'L	DIFF	MCPS	NAT'L	DIFF
GRADE 3									
TOTAL BATTERY	53	29	24	55	35	20	67	48	19
TOTAL READING	50	29	21	51	34	17	60	48	12
TOTAL LANGUAGE	54	32	22	57	39	18	67	50	17
TOTAL MATH	56	32	24	60	39	21	70	50	20
GRADE 5									
TOTAL BATTERY	54	34	20	57	37	20	69	50	19
TOTAL READING	52	34	18	53	36	17	64	49	15
TOTAL LANGUAGE	54	35	19	58	38	20	71	50	21
TOTAL MATH	55	34	21	60	38	22	69	50	19
GRADE 8									
TOTAL BATTERY	52	33	19	57	39	18	67	51	16
TOTAL READING	52	37	15	56	42	14	65	54	11
TOTAL LANGUAGE	51	35	16	54	42	12	64	52	12
TOTAL MATH	55	31	24	59	38	21	67	50	17

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Table A16

Number (N) and Percentage (%) of MCPS Students Tested
By Racial/Ethnic Groups on the California Achievement Tests
1980 to 1983

		Asian		Black		Hispanic		White		Total*	
		N	%	N	%	N	%	N	%	N	%
GRADE 3	1983	490	88	719	92	215	78	3844	97	5275	95
	1982	423	84	646	93	219	82	3948	97	5247	95
	1981	368	77	688	92	181	68	3955	96	5197	93
	1980	329	79	740	95	165	66	4388	96	5616	94
GRADE 5	1983	475	88	768	95	229	81	4037	99	5501	96
	1982	448	86	762	94	223	80	4288	97	5724	95
	1981	459	84	820	95	236	81	4999	98	6524	96
	1980	358	81	856	97	216	80	5775	98	7214	97
GRADE 8	1983	529	92	969	96	285	89	5422	94	7114	93
	1982	505	94	928	97	260	88	5878	98	7587	97
	1981	387	88	872	95	243	80	5710	97	7234	96
	1980	359	85	828	94	234	81	5878	96	7314	95
GRADE 11	1983	508	85	841	88	318	79	5514	91	7150	89
	1982	388	75	788	86	236	69	5713	90	7142	88
	1981	353	75	758	85	248	74	5981	89	7350	87
	1980	338	79	784	80	263	72	6552	88	7951	86
TOTAL	1983	2002	88	3297	93	1047	82	18817	95	25040	93
	1982	1764	85	3124	93	938	80	19827	95	25700	94
	1981	1567	81	3138	92	908	76	20645	95	26305	93
	1980	1375	81	3208	92	878	75	22593	94	28095	93

*The number reported for the Total group does not equal the sum of the numbers for each racial group because no data are reported for American Indians. That group is too small to provide reliable data.

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Table A17

California Achievement Tests Results
For MCPS Female Students
1980-1983

Grade/Year	No. Tested	TOTAL BATTERY NCE Mean	TOTAL BATTERY Per. Rank	Phonic Analysis NCE Mean	Phonic Analysis Per. Rank	Structural Analysis NCE Mean	Structural Analysis Per. Rank	Reading Vocabulary NCE Mean	Reading Vocabulary Per. Rank	Reading Comprehension NCE Mean	Reading Comprehension Per. Rank	TOTAL READING NCE Mean	TOTAL READING Per. Rank	Spelling NCE Mean	Spelling Per. Rank
3 - 1983	2525	69	82	59	67	65	76	62	72	64	75	65	76	63	73
1982	2611	68	80	59	67	64	75	63	73	65	76	65	76	64	75
1981	2579	66	78	58	65	63	73	62	72	63	73	64	75	63	73
1980	2745	65	76	57	63	62	72	62	72	63	73	63	73	63	73
5 - 1983	2771	71	84	-	-	-	-	64	75	66	78	66	78	64	75
1982	2860	69	82	-	-	-	-	64	75	65	76	65	76	63	73
1981	3247	68	80	-	-	-	-	64	75	64	75	65	76	62	72
1980	3555	67	79	-	-	-	-	64	75	64	75	64	75	62	72
8 - 1983	3600	68	80	-	-	-	-	63	73	66	78	65	76	62	72
1982	3878	68	80	-	-	-	-	64	75	66	78	66	78	62	72
1981	3796	67	79	-	-	-	-	63	73	66	78	65	76	61	70
1980	3650	67	79	-	-	-	-	63	73	65	76	65	76	61	70
11 - 1983	3646	66	78	-	-	-	-	64	75	64	75	65	76	61	70
1982	3596	66	78	-	-	-	-	63	73	63	73	64	75	61	70
1981	3738	65	76	-	-	-	-	62	72	63	73	63	73	61	70
1980	4015	64	75	-	-	-	-	61	70	62	72	62	72	61	70

Grade/Year	No. Tested	Language Mechanics NCE Mean	Language Mechanics Per. Rank	Language Expression NCE Mean	Language Expression Per. Rank	TOTAL LANGUAGE NCE Mean	TOTAL LANGUAGE Per. Rank	Math Computation NCE Mean	Math Computation Per. Rank	Math Concepts & Applications NCE Mean	Math Concepts & Applications Per. Rank	TOTAL MATH NCE Mean	TOTAL MATH Per. Rank	Reference Skills NCE Mean	Reference Skills Per. Rank
3 - 1983	2525	73	86	65	76	71	84	67	79	65	76	68	80	-	-
1982	2611	71	84	65	76	70	83	66	78	64	75	67	79	-	-
1981	2579	70	83	64	75	69	82	64	75	63	73	64	75	-	-
1980	2745	69	82	64	75	68	80	62	72	62	72	63	73	-	-
5 - 1983	2771	72	85	70	83	73	86	68	80	68	80	69	82	68	80
1982	2860	69	82	69	82	71	84	65	76	66	78	67	79	68	80
1981	3247	69	82	69	82	71	84	65	76	65	76	66	78	67	79
1980	3555	68	80	68	80	70	83	64	75	65	76	65	76	66	78
8 - 1983	3600	69	82	65	76	68	80	66	78	67	79	67	79	66	78
1982	3878	69	82	66	78	69	82	66	78	67	79	67	79	66	78
1981	3796	68	80	66	78	68	80	66	78	66	78	67	79	66	78
1980	3650	69	82	66	78	69	82	64	75	66	78	66	78	65	76
11 - 1983	3646	67	79	66	78	67	79	63	73	65	76	65	76	66	78
1982	3596	65	76	65	76	66	78	62	73	63	73	63	73	64	75
1981	3738	65	76	64	75	66	78	61	70	62	72	62	72	63	73
1980	4015	64	75	63	73	65	76	60	68	62	72	62	72	63	73

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Table A18

California Achievement Tests Results
For MCPS Male Students
1980-1983

Grade/Year	No. Tested	TOTAL BATTERY NCE Mean	TOTAL BATTERY Per. Rank	Phonic Analysis NCE Mean	Phonic Analysis Per. Rank	Structural Analysis NCE Mean	Structural Analysis Per. Rank	Reading Vocabulary NCE Mean	Reading Vocabulary Per. Rank	Reading Comprehension NCE Mean	Reading Comprehension Per. Rank	TOTAL READING NCE Mean	TOTAL READING Per. Rank	Spelling NCE Mean	Spelling Per. Rank
3 - 1983	2750	68	80	58	65	64	75	62	72	61	70	63	73	59	67
1982	2636	66	78	56	61	62	72	61	70	61	70	62	72	58	65
1981	2618	65	76	56	61	61	70	61	70	60	68	61	70	58	65
1980	2871	63	73	55	59	59	67	61	70	59	67	60	68	58	65
5 - 1983	2742	69	82	-	-	-	-	66	78	64	75	65	76	61	70
1982	2864	67	79	-	-	-	-	65	76	63	73	64	75	59	67
1981	3277	66	78	-	-	-	-	65	76	63	73	64	75	59	67
1980	3664	64	75	-	-	-	-	65	76	62	72	64	75	59	67
8 - 1983	3618	66	78	-	-	-	-	64	75	64	75	65	76	57	63
1982	3709	65	76	-	-	-	-	65	76	64	75	65	76	55	59
1981	3573	64	75	-	-	-	-	66	78	64	7[illegible]	66	78	55	59
1980	3664	64	75	-	-	-	-	64	75	63	73	65	76	54	58
11 - 1983	3549	64	75	-	-	-	-	63	73	63	73	64	75	54	58
1982	3546	62	72	-	-	-	-	61	70	61	70	62	72	54	58
1981	3612	62	72	-	-	-	-	61	70	61	70	62	72	53	56
1980	3936	62	72	-	-	-	-	61	70	61	70	62	72	54	58

Grade/Year	No. Tested	Language Mechanics NCE Mean	Language Mechanics Per. Rank	Language Expression NCE Mean	Language Expression Per. Rank	TOTAL LANGUAGE NCE Mean	TOTAL LANGUAGE Per. Rank	Math Computation NCE Mean	Math Computation Per. Rank	Math Concepts & Applications NCE Mean	Math Concepts & Applications Per. Rank	TOTAL MATH NCE Mean	TOTAL MATH Per. Rank	Reference Skills NCE Mean	Reference Skills Per. Rank
3 - 1983	2750	69	82	62	72	68	80	70	83	66	78	70	83	-	-
1982	2636	66	78	61	70	65	76	66	78	65	76	67	79	-	-
1981	2618	65	76	61	70	64	75	65	76	63	73	65	76	-	-
1980	2871	64	75	60	68	63	73	63	73	63	73	64	75	-	-
5 - 1983	2742	68	80	67	79	69	82	66	78	70	83	69	82	67	79
1982	2864	66	78	65	76	67	79	64	75	68	80	67	79	66	78
1981	3277	64	75	64	75	66	78	63	73	67	79	66	78	65	76
1980	3659	64	75	63	73	65	76	61	70	67	79	65	76	65	76
8 - 1983	3618	63	73	60	68	62	72	63	73	69	82	67	7[illegible]	63	73
1982	3709	63	73	61	70	62	72	62	72	68	80	66	78	63	73
1981	3573	62	72	61	70	62	72	62	72	68	80	65	76	63	73
1980	3664	62	72	60	68	62	72	59	67	67	79	64	75	62	72
11 - 1983	3549	59	67	60	68	61	70	61	70	66	78	65	76	63	73
1982	3546	58	65	59	67	59	67	60	68	64	75	63	73	61	70
1981	3612	58	65	60	68	60	68	60	68	65	76	63	73	61	70
1980	3936	58	65	59	67	59	67	60	68	65	76	63	73	61	70

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APPENDIX B

TECHNICAL TESTING TERMS

This appendix provides a reference for the technical testing terms used throughout this report. The terms are defined; their uses are stated; and precautions about their interpretation are provided. The terms are listed in alphabetical order.

CRITERION-REFERENCED TEST (CRT)

Definition

A test based on specific learning objectives (or teaching objectives), usually within a narrow range of subject matter or skills. The tests are designed to measure the specific knowledge or skills the student has attained.

Use

CRTs provide information about the extent to which the student has attained the learning objective(s).

Precautions

1. CRTs are often designed so a student can answer all or almost all of the questions correctly or incorrectly depending on the extent to which the student has attained the skills begin measured. They are not designed to yield information about different levels of achievement and, therefore, cannot usually be used to rank students on specific skills.

2. To be useful measures of specific skills, CRTs must have a sufficient number of questions measuring each skill included on the test. Although what is "sufficient" is not a fixed number, there should, in most cases, be at least five questions that measure a skill. A test purporting to be a CRT which has fewer than five questions per skill should be viewed with skepticism.

GRADE EQUIVALENT SCORES (GE)

Definition

The grade equivalent of a given raw score on any test estimates the grade level at which the typical pupil achieves this raw score. The digit(s) to the left of the decimal point represent the grade; the digit to the right of the decimal point represents the month within the grade according to the following table:

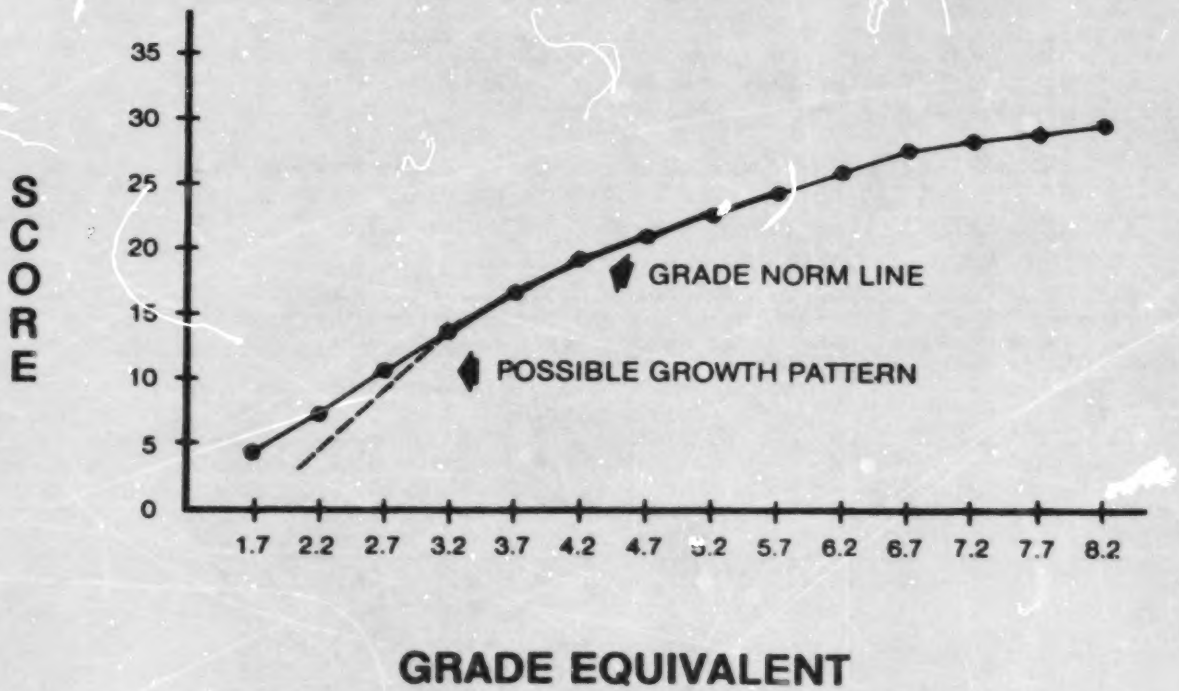
Number	Month
0	September
1	October
2	November
3	December
4	January
5	February
6	March
7	April
8	May
9	June-August

An example of how a test publisher might derive grade equivalents can be useful in understanding GE.

If the publisher is norming a fourth grade test, he will test a representative sample in Grades 3, 4, and 5. In each grade, the sample, or two comparable samples, will be tested in the fall (November) and the spring (April). Thus, the grade levels being tested as 3.2, 3.7, 4.2, 4.7, 5.2, and 5.7. (Often publishers test only once a year.)

The average raw test score for the students in each group is computed and plotted on a graph similar to the one below. The mean scores are indicated by "." on the graph. All other grade-and-month values are estimated by interpolation between the means and extrapolation beyond the means. The GEs beyond the grade range of students in the norming sample should be regarded as no better than rough estimates.

Figure B1



Use

GEs provide a familiar referent for test scores.

Precautions

1. The grade equivalent score does not indicate the grade level of work that a student can perform. It simply estimates the grade level of the typical student in the norming sample achieving a given raw score. For example, suppose a fourth grade student has a score with a grade equivalent of 5.4 on a fourth grade test. This does not mean that a fourth grade student can do work which is done in January in the fifth grade. It simply estimates that this student did as well on a fourth grade test as the typical student in January of the fifth grade. However, remember that if the norming sample for the fourth grade test did not include any fifth grade students, this estimate is very tentative.

2. Grade equivalent scores should not be added and subtracted, because they are not an equal distance apart at all points. They are developed under an assumption that learning occurs equally during the school year. In fact, students tend to learn more at different times in the year. From a strict statistical point of view, this lack of equal score intervals means that mean GE scores should not be computed. However, if the GE scores are converted to Normal Curve Equivalent scores which do have this equal interval quality, the mean score computed from the converted scores is generally very close to that computed from the GEs, especially if the grade equivalents represent a wide range of possible scores.

3. The attempt to build a scale based on the assumption of equal learning cited in Number 2 above results in differential GE gains for raw score changes. What occurs is that a one raw score point change may cause a one-month change in GE at one place in the norm table and a five-month gain elsewhere. The largest changes in GE generally happen in the extremes of score distribution.

   An example of the unequal GE differences between raw scores is shown below. These scores are taken from the Iowa Test of Basic Skills (ITBS) seventh grade spelling test.

Grade	Test	Raw Score	Grade Equivalent	Difference in Grade Equiv.
7	Spelling	7	3.5	
7		8	4.0	.5
7		9	4.4	.4
7	Spelling	25	8.4	
7		26	8.5	.1
7		27	8.7	.2

4. Grade equivalents generally have a wider range at higher grade levels. This means that a student who has the same PR in Grades 3 and 5 will probably be further above (or below) the median in GE terms in Grade 5. Thus, if he/she has a high PR in both grades, the gain in GE terms will be more than two years. If he/she has a low PR, the gain will be less than two GEs. Therefore, if a constant expected GE gain were established for all students, it would be too high for some and too low for others. The example below from ITBS norms demonstrates this problem.

PR	Grade 3	Grade 5	Grade Equivalent Change
90	5.1	7.5	2.4
50	3.6	5.6	2.0
10	2.6	4.1	1.5

5. Because a grade equivalent score represents the performance of a typical student at a given grade level, approximately half of the students in a nationwide sample would be expected to score below grade level.

6. Grade equivalents should not be compared across subject areas as they have different meanings. For example, mathematics is more grade-related than reading; and, therefore, the GEs are generally less spread out for math than for reading.

7. Grade equivalents should not be compared across different tests because they may have different meanings due to different norming samples.

INTERQUARTILE RANGE

Definition

Quartiles are scores (points in a distribution) that divide a score distribution into quarters. Twenty-five percent of the scores are at or below the first quartile (Q1); 50 percent are at or below the second quartile (Q2, which is also the median); and 75 percent are at or below the third quartile (Q3). The interquartile range includes the band of scores that lies between Q1 and Q3, or the middle 50 percent of the scores.

Use

By eliminating the effect of the lowest and highest quarters of the distribution, the interquartile range provides a measure of how the typical students in a group performed.

Precaution

Eliminating the extreme scores may be removing important information such as the location of pockets of students needing compensatory or gifted programs. If the median is close to either quartile, it could indicate a large number of students at that end of the distribution who might require such services.

MEAN

Definition

The sum of the scores divided by the number of scores.

Use

The mean is used as a measure of the performance of the "typical" student in a group.

Precautions

1. In a small group, the mean can be overly influenced by a few extreme scores. Thus, if a few scores in a distribution are very low but most are quite high, the mean will be depressed by the low scores more than the median. In groups where there are a few extremely low scores, the mean will, therefore, be lower than the median. Therefore, it is often useful to compare the mean with the median.

2. Use of the mean provides no information about the spread of scores.

MEDIAN

Definition

The score that divides a test score distribution in half is known as the median. Half of the scores are above the median, half are below. The median is the score that has percentile rank of 50.

Use

The median is used as a measure of the performance of the "typical" student in a group.

Precaution(s)

1. See Precaution 1 for "mean."

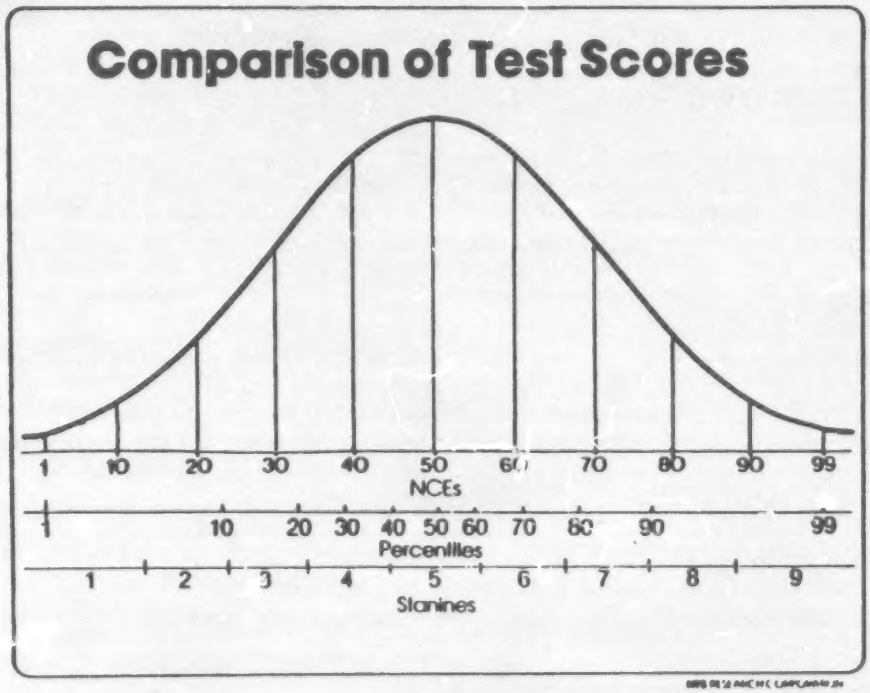
2. Use of the median provides no information about the spread of scores.

NORMAL CURVE

Definition

A normal curve is a distribution of scores or values which, in graphic form, is bell-shaped as shown in Figure B2. In a normal curve distribution, the mean and the median are at the same point. The majority of the scores are clustered around the mean/median. Sixty-eight percent of the scores are within one standard deviation of the mean/median, and 95 percent are within two standard deviations. Scores which are more than three standard deviations from the mean/median are rather rare, occurring less than 1 percent of the time.

Figure B2



Use

Because of its well-documented statistical properties, the normal curve distribution is often used in reporting test scores as an aid in interpreting scores of groups or individuals.

Precautions

The normal curve distribution is a statistical or mathematical ideal. It is not a graphic description of what a particular distribution should be; distributions which do not conform to the normal curve are not "abnormal." Many variables can affect the distribution of a particular set of scores: test content, difficulty of the test items, suitability of the test for the group to which it is administered, etc.

NORMAL CURVE EQUIVALENT SCORES (NCE)

Definition

NCEs divide the normal distribution into 99 segments, units, or scores (Figure B2). Scores range from 1 to 99, with a mean/median of 50. NCEs can be related to percentile ranks as shown in the comparative scales in Figure B2.

Uses

1. NCEs can be subjected to arithmetic operations. Therefore, mean NCEs can be computed, and differences in NCEs can be compared at all points in the score distribution.[1]

2. NCEs can be used in analyses of group data (for reasons above). In addition, NCEs are scaled to reveal small changes, something which stanine scores will not do consistently because of the large score range at each stanine point.

Precautions

1. Use of NCEs for evaluating individualized performance is to be done with caution. A change of five NCE units on a test score is within the error range for individuals on most standardized tests. However, since NCEs give a false sense of precision--and hence of security--the careless test user could consider such a change meaningful.

2. NCEs are difficult to interpret when presented alone. After an analysis has been performed on the basis of NCEs, results are often converted to some more readily understandable scale like percentile ranks.

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[1]In a strict statistical sense, it is probably incorrect to subject any test scores to arithmetic operations. However, NCEs, standard scores with an underlying normal distribution, raw scores, and stanines come closer than any other score scales to having equal-interval properties which permit arithmetic operations.

NORM-REFERENCED TEST (NRT)

Definition

The NRT is designed to rank students according to the number of test items answered correctly (i.e., according to raw score). Ranking is usually also done in relation to the performance of a norming sample. The California Achievement Tests is an example of an NRT.

Use

Norm-referenced tests provide information about which students know the most about the content included on the test.

Precautions

1. A good NRT is designed to enable between 40 and 70 percent of the examinees to answer any given item correctly. Many items are therefore too difficult for a majority of examinees to get right. This means that most NRTs are not very good tests of the specific skills an individual student has (as opposed to criterion-referenced tests). Rather, they are measures of who knows the most about the test content.

2. NRTs often include only one or two questions which measure achievement of a given skill or objective. Information about student performance on a particular objective is, therefore, usually not very reliable.

NORMS

Definition

Statistics that describe the test performance of specified groups, such as students in a given grade, age range, type of community, etc.

Use

Norms provide a way of relating raw scores to a more meaningful score scale, such as percentile ranks, stanines, grade equivalents, or a standard score, so that it can be determined how a student performed relative to a "representative" sample of students similar in some way.

Precautions

1. Norming samples cannot be perfectly representative of a large group of students. For most major standardized tests, publishers use sophisticated sampling procedures to determine the norming sample. However, there will always be a small error factor. This means that caution must be used when comparing the scores from two different tests or even from two levels of the same test because the levels may not have used the same group of students. The following is an example of what might happen because of this. If the students in the norming sample for Test A are brighter than those in the sample for Test B, the norms for the two tests will

not be equivalent. A student who then takes both tests will be likely to attain a lower percentile rank on Test A because he/she is being compared with a brighter group of students on a test which has "more difficult" norms.

2. Test publishers often provide norms for different times of the year such as fall, winter, and spring. However, they may not have used a norming sample at all of these times, which means that some of the norms are estimates. A test manual should be consulted to determine when a given test was normed. Estimated norms for any other time of year should be viewed with caution.

3. Test norms are not necessarily derived every year, and therefore some norms may be several years old. However, it is common practice to compare current student performance on a given test with the performance of the national norming sample. Caution must therefore be exercised in interpreting the meaning of an individual's status. For example, a student who took a test in 1983 and who achieved a percentile rank of 60 probably did not score higher than 60 percent of the students taking the test in 1983. Rather, the individual scored higher than 60 percent of the students in the norming sample who took the test in the past, for example in 1978.

4. The above consideration may weaken the usefulness of older norms. If changes have occurred in curricula, current students may be better prepared in some skills or subjects than were students in the norming sample, less well prepared, or simply differently prepared. Thus, comparisons of percentile ranks across years may be clouded by changing curricula.

5. Norms are derived so that half of the representative group is expected to be below average. This means that half of the group will be below grade level, below a percentile rank of 50, and below the mean. Therefore, it is extremely difficult to have all of the students in any large group perform above the average.

PERCENTILE RANK (PR)

Definition

The percentile rank (PR) expresses the percentage of students in the norming sample who scored at or below a given score. For example, if a raw score of 30 has a percentile rank of 78, then 78 percent of the students in the norming sample scored at or below 30 items correct.

Use

PRs provide easily interpretable information about how a given student's performance on a test compares with the performance of students in the norming sample.

Precautions

1. PRs should not be added nor subtracted because they are not an equal distance apart at all points. For example, Figure B2 clearly shows that an increase of 10 points between percentile ranks 45 and 55 is not the same distance as an increase of 10 points between percentile ranks 85 and 95. A person would have to show a larger amount of improvement to achieve the second increase.

2. On a test of fewer than 100 questions, it is not possible for every whole number of the percentile rank scale to have an associated raw score. Therefore, in such circumstances, a one-point increase in raw score can cause an increase of several percentile rank units. What might appear to be substantial increase on the percentile rank scale is really only an increase of one additional question correct. This caveat applies to virtually all tests in standardized batteries.

3. Percentile ranks should not be confused with percentageof correct answers (raw scores). They have completely different meanings.

RAW SCORE

Definition

The number of questions or test items answered correctly.

Use

Raw scores can be used to report the number of questions answered correctly.

Precautions

1. A raw score has no meaning other than the number of items answered correctly. It provides no interpretative information.

2. Raw scores can be quite misleading when reported by themselves because the meaning of raw scores differs from test to test. For example, if one 50-item test is easy and one 50-item test is difficult, a raw score of 30 on the difficult test might represent better performance than a raw score of 45 on the easier test.

3. Subjecting raw scores to arithmetic operations (e.g., addition, etc.) is a questionable procedure. Generally, raw scores do not have the equal interval property required for these operations. This is because the same raw score can be obtained by different students who get different combinations of items correct. These items will most likely vary in their level of difficulty. Thus, the amount of knowledge indicated by answering questions correctly varies with each question.

RELIABILITY

Definition

Reliability refers to the extent to which a test is consistent in what it measures. There are three major types of reliability, all expressed as a coefficient ranging from 0 (complete lack of consistency) to 1 (perfect consistency).

1. Internal consistency is the degree to which all the questions on a test measure the same thing. For example, a mathematics test that measures only addition of fractions will probably have a higher internal consistency coefficient than one that measures several different mathematical operations. This would be especially important for achievement tests that measure specific skills.

2. Stability is the degree to which a person will achieve the same score on a test that is taken twice within a time period of anything from a few days to a year or two. This is important in an instrument which measures a trait like natural ability, which is not expected to change over time.

3. Equivalence is the degree to which a person will achieve the same score on two forms of the same test. This is important for any test in which two forms are to be used interchangeably.

Use

Reliability is a measure of the quality of a test.

Precautions

The type of reliability appropriate for a given testing situation should be used.

SCALE SCORE (SS)

Definition

On the California Achievement Tests scale scores range from 0 to 999. They provide a link between all levels of the CAT.

Uses

1. Scale scores can be subjected to arithmetic operations like Normal Curve Equivalent scores. Therefore, means can be computed and differences in SSs can be compared meaningfully.

2. Scale scores provide a way of comparing scores on different levels of the California Achievement Tests and, therefore, provide a way of measuring growth.

3. The capability of comparing results from different test levels also means that scale scores help to make out-of-level testing possible. This testing procedure allows for a student to take a test for a grade other than his/her own and still have results (percentile ranks and stanines) based on norms for his/her grade.

Precaution

1. Scale scores should not be used to compare scores in different subject areas. They were not developed so that equivalent scores in two subject areas would indicate equivalent levels of achievement. Any comparison of scale scores should be done within subject areas.

2. There are not "typical" scale scores for each grade or test level. In fact, the ranges of SSs in the various levels overlap considerably.

STANDARD DEVIATION (SD)

Definition

Standard Deviation (SD) is a measure of the dispersion in a set of scores. The closer the scores cluster around the mean, the smaller the SD will be.

Use

As a measure of the spread in a set of scores, the SD can be used to assist in determining the degree of importance of score differences. For example, a difference of 2 points would probably not have much meaning if the SD were 20 but could be quite important is the SD were 0.5.

Precautions

None

STANDARD ERROR OF MEASUREMENT (SEM)

Definition

The SEM is an estimate of the magnitude of error in a test score. Possible causes of error in scores include lucky or unlucky guesses, a student's not feeling well or failing to follow directions, the fact that test questions may be only a sample of those that could be asked, sloppiness, laziness, etc.

Uses

1. The SEM provides a way of determining the possible fluctuation in test scores which would be obtained if an individual were to take the same test a number of times. It indicates how far a particular obtained score might deviate from the individual's "true" score (the score the individual would obtain if there were

no error in the test). It is usually assumed that the scores obtained from repeated testing would conform to the normal curve distribution. Therefore, in practice, it is assumed that there is a probability of 68:100 that the "true" score is within one SEM of the obtained score and that there is a probability of 95:100 that the obtained score is within two SEMs of the obtained score.

2. The SEM can be used in significance testing to provide a way of determining whether differences in test scores or group mean scores are statistically significant (that they vary more than can be reasonably attributed to testing error).

Precautions

None

STANINE

Definition

A stanine is one of the scores of a nine-point division of the normal distribution. Stanine scores range from 1 to 9 with a mean and median of 5. As shown in Figure F2, each stanine has a range of corresponding percentile ranks or raw scores.

Uses

1. Stanines can be subjected to arithmetic operations (addition, etc.). Therefore, the mean of distributions can be computed, and differences in stanine scores can be compared at all points in the distribution except, in some cases, at the extreme stanine scores of 1 and 9.

2. Stanines do not give a false sense of accuracy of a given score because each stanine covers a range of raw scores. The stanine scale is therefore useful for reporting individuals' scores. Differences in stanines are more likely to represent change beyond that which can be attributed to error than are other kinds of scores.

Precautions

As can be seen in Figure B2, interpretation of differences in stanine scores is clouded by the range within a given stanine. For example, if an individual's score increases from the top of the Stanine-3 range to the bottom of the Stanine-5 range, it represents less improvement than an increase from the bottom of the Stanine-3 range to the top of the Stanine 4 range. However, on cursory examination, it would seem as if the first increase were the greater.

STATISTICAL SIGNIFICANCE TEST

Definition

A significance test is a statistical procedure used to determine whether two (or more) groups differ on a trait more than could normally be expected if testing error or sampling error were assumed to be the cause of the difference.

Use

Under highly controlled conditions (as in experiments, etc.), tests of statistical significance are used to test hypotheses. When variables cannot be controlled (as in the countywide testing program), the results from such a test are open to question.

Precautions

1. Results of significance tests are reported as probability statements. If the reported probability is less than .01, the chance is less than 1:100 that the difference between groups can be attributed to testing error. If the probability is .001, the chance is less than 1:1000 that the difference can be attributed to testing error. However, there is always some chance (1:1000, etc.) that the difference was caused by error.

2. When a large number of tests of significance are performed, some differences will turn out to be statistically significant by chance alone. That is, since there is always some chance that a difference can be caused by error (1:20, 1:100, 1:1000, etc.), a certain number of significant differences can be expected to occur because of error. There is no way to determine whether a particular statistically significant difference was or was not caused by error. Again, only a probability can be determined.

3. When tests of significance are used to evaluate the difference of means, the larger the group the smaller the difference in means needs to be for statistical significance. The smaller the group, the larger the difference must be. For example, a difference of only one to two months on the grade equivalent scale, or a fraction of a raw-score point, will be statistically significant for groups of several thousand students. In contrast, a difference of as much as six months may be required for significance with a group of one hundred students. Because many of the comparisons in this report involve very large groups, no significant tests of differences and means were performed. While small differences would have been statistically significant, they would not have been educationally meaningful.

VALIDITY

Definition

Validity is the extent to which a test does the job for which it is used. There are three major types of validity that a test may possess.

1. Content validity is most important for achievement tests. This requires that a test contain questions that adequately reflect the content the test is supposed to measure.

2. Criterion-related validity is most important for placement tests, college admissions tests, or tests on which employment decisions are based. Performance on the test must be highly correlated with performance in the program, success in college, or success on the job for which the test is a screening instrument.

3. Construct validity is most important in psychological instruments. Tests of ability are examples of such instruments. Construct validity requires that the test adequately discriminate between people who do or do not have a particular trait.

Use

Validity is a measure or concept that helps one evaluate the quality of a test.

Precautions

The type of validity appropriate for a given testing situation should be used.

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